

THOMAS A BECKET JUNIOR SCHOOL



TAB Good Behaviour Policy

TAB Good Behaviour Policy

Policy statement

At Thomas A Becket Junior School our school motto – ‘Together Achieving Better’ (Be the best you can be) - is underpinned by four key values’ statements:

- ❖ Respect for All
- ❖ Be Responsible
- ❖ Community Spirit
- ❖ Embrace Challenge

These aim to summarise our ethos as a school, a school where every unique individual is well known, cared for and supported to do their best, and underpins everything that we do.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, tolerance and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural expectations
- Positively reinforces behavioural expectations
- Promote self-esteem and self-regulation
- Teach appropriate behaviour through positive interventions

The key principles of behaviour management

There are three key principles of behaviour management.

1. Being Inclusive

- Some individuals need more support in learning than others in order to meet the school’s expectations of behaviour.
- The dysregulated behaviours of some vulnerable pupils need to be addressed with an understanding of individual pupil needs.
- Our school has to have due regard to the Equalities Act 2010 and the need to proactively make reasonable adjustments in applying policies.
- We have a responsibility to teach social behaviour to all pupils.
- We are clear with staff, pupils, parents and governors about which expectations are non-negotiable.
- All pupils have the right to be educated no matter how challenging their behaviour.
- Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We always seek to adapt these to meet the needs of our children.

2. Being Positive

- Parents and carers need to be as fully involved as possible.

- We have high expectations of what is acceptable behaviour in our school and within the wider community and seek to raise those expectations in partnership with staff, governors with pupils and parents/carers.
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave.
- We recognise expected behaviour through positive reinforcement.
- We provide pupils with honest and sensitive feedback on their own learning and behaviour.

3. Being Assertive

- Teachers have the right to teach; pupils have the right to learn.
- Pupils and staff have the right to feel safe in school.
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.
- We do not tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.
- Staff require support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.

Making sense of behaviour

Our Behaviour Policy is founded upon the following assumptions:

- All behaviour is a form of communication. It gives us information about the child that should not be ignored, but which can be interpreted and used to shape our response to the child.
- Challenging behaviour includes behaviour that:
 - prevents participation in appropriate activities
 - isolates the pupil from his/her peers
 - affects the learning and functioning of other pupils
 - drastically reduces the pupil's opportunities for involvement in ordinary community activities
 - makes excessive demands on staff resources
 - places the pupil or others in physical danger
 - makes the possibility for future placement difficult
 - perpetuates low self-esteem

School behaviour curriculum

Our aim is to create a culture that promotes excellent behaviour and healthy relationships. Pupils are expected to:

- Maintain and develop a safe, friendly and secure environment
- Encourage positive attitudes to learning and co-operation
- Promote respect and consideration for others
- Encourage and guide children to make the right choices
- Promote responsibility when dealing with school and personal property
- Ensure that everyone in the school shares responsibility for making TAB Junior a happy place to learn and work

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

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

- Inappropriate language such as swearing

Serious misbehaviour is defined as:

- Persistently refusing to follow an adult’s request
- Any form of bullying
- 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
- Damaging, throwing or taking property
- Intentional verbal abuse and/or physical harm towards another pupil or adult
- Racist, sexist, homophobic or discriminatory behaviour
- Bringing offensive weapons/illegal substances into the school
- Refusing to enter or leave a classroom
- Absconding (remaining within school grounds)
- Absconding (leaving the school grounds)

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|---|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another’s belongings, any use of violence |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Action against any form of bullying is the responsibility of everyone in the school, and bullying will not be tolerated. Please read our Anti-Bullying Policy for further detail.

Child on child abuse

We take a zero-tolerance approach to child on child abuse. This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children/young people both on and offline. Stopping harm and ensuring immediate safety is TAB Junior School's first priority. Our PSHE / RSE curriculum provides opportunities for children to explore relationships and the types of behaviour that are inappropriate and potentially damaging.

Responding to behaviour

Celebrating

When a pupil's behaviour meets or goes over and above the expected behaviour standard, staff will celebrate their efforts through a variety of positive recognition strategies. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements will be applied clearly and fairly to support the routines and expectations of the school's behaviour culture.

Positive behaviour will be celebrated and recognised using:

- Community stars
- Community trophies
- Celebration assemblies
- Verbal praise
- Over and Above Awards
- Communicating praise to parents via a phone call or written correspondence
- Recognition boards and gold stars
- Certificates
- End of year prize ceremonies
- Positions of responsibility
- Leadership programme
- Whole-class or year group recognitions

Sanctions

The whole ethos of this system is to increase the opportunities to positively recognise those who are demonstrating the school rules, values and learning behaviours. As research shows, this should reduce the need for sanctions. There will be times when the children will need to understand the consequences of their actions/behaviours that are contrary to our TAB Way values.

The key principles when managing behaviour:

- All staff to model the behaviours and responses that we expect from the children, to include what we say, how we say it and also our body language.
- Sanctions will be in proportion to the negative behaviours and take into account the individual child.
- All sanctions to be followed up by the adults who set them followed by a restorative conversation.
- Everyone picks up their own tab so that the situation is clear to all and that relationships are firm and can be reconciled for the good of everyone.

- Where possible, behaviour management should happen away from an audience and without humiliation. Whole classes should not be made to be collectively responsible for the actions of one child.
- Children are not to be ‘sent out’ of class as this can give the message that the teacher cannot manage the behaviour and often results in an escalation of the negativity. This is different from a learning break, which is an opportunity for the child to calm down or refocus at the teacher’s discretion. This is personalised to the child in terms of duration and location of the learning break.
- The adult should focus on the primary negative behaviour unless the secondary behaviour risks the safety of anyone.
- For example, if a child loses two minutes as a sanction then it is up to the staff member to supervise the two minutes at the nearest possible break time.

All staff members have a script card attached to their lanyard. This is a reminder of the steps when dealing with negative behaviour and a guide to support the interaction between adults and children. All staff following this ensures the children have a consistent approach to their behaviour regardless of the member of staff.

The TAB Way – 5 steps

| | |
|---------------------------|--|
| 1 - REMINDER | Which rule is being challenged? |
| 2 - CAUTION | Verbal reminder (privately where possible) of expectation and consequence of 2 minutes stay behind if they continue. |
| 3 – LAST CHANCE | 30 second script 2 minute stay behind as consequence. |
| 4 – LEARNING BREAK | Child’s opportunity to calm down, consider situation or refocus. |
| 5 - REPAIR | Restoration meeting (positive and as soon as possible) |

[30 Second Script](#)
I can see you are... (distracted/upset/...)
 It is the expectation that you should be _____ that you are not following.
You now need to...
 Remind the child of previous positive behaviour.
That is the __ (name of child) __ I need to see today.
 Thank you.

The 30-second script does not have to be a private conversation but does not need to be broadcast across the room. Children should see you dealing consistently with behaviour and building positive relationships.

At the point of ‘Last Chance’, it is important to give the child every opportunity to succeed in meeting the expectation. This may be in the form of a brief learning break, opportunity to move seats to be on their own, help to write the next sentence with you before continuing independently, being buddied with someone, etc.

Restoration Time

The ‘Restoration Time’ is an opportunity for the child and the staff member to unpick what has happened, repair and to move forward.

It should be ideally done as close to the time of the incident as possible. Staff and children need to be calm to

be ready to have the conversation. Where possible, buddy class LSAs, or members of SLT will cover the class in order to enable the conversation to take place. It may be helpful to 'Walk and Talk' rather than sit opposite each other. Keep the conversation brief and constructive. Using a selection of the following questions will help this:

The TAB Way RESTORATION TIME – Relationship Repair

Select the 3-5 most appropriate questions (*not accusatory tone*)

1) What happened?

Listen carefully. 1) Child's account (do not interrupt) 2) Adult's account (calm)

2) What was going through your mind at the time?

3) What have you thought since?

This question might allow the child to show a change in attitude or even the possibility of an apology.

4) How did this make people feel?

The child may have been unaware of how others may have been affected by their behaviour.

5) Who has been affected? / How have others been affected?

What could we do to put things right? (*Remember - A forced apology is worthless*).

How can we do things differently in the future?

Serious Misbehaviours

A senior member of staff will assist, support and record (on CPOMS) any extreme, negative behaviours. In this instance, the orange card will need to be sent to the Reception desk who will alert the available member of SLT to assist. These behaviours will lead to a serious sanction, which may include some form of exclusion.

It is important to keep a dialogue with other members of staff, so we can support each other, especially if it is the same children in our class who repeatedly challenge us with their negative behaviours. We maintain the script with the children, whilst also having conversations about whether it would be helpful for the child to have a Therapeutic Support Plan (TSP)/other support put in place. (See Appendix 2)

Zones of Regulation

We use a whole school approach to support and help children learn about, recognise and understand their emotions. This is based on the 'Zones of Regulation' by Leah M. Kuypers. By teaching the pupils about recognising when they are in different states called 'zones' with each of the four zones represented by a different colour, the pupils are able to learn strategies and use tools to stay in a zone or move from one to another. This in turn will help them to regulate their own emotions themselves, understanding that it can be a situation that is causing a difficulty and not the emotion itself. Pupils will have lessons within their timetables across the year that support and explore the zones and tools that can help them. When pupils are not making the best choices it can be supportive to recognise and discuss with them the zone they are in and remind them of the tools they have to help self-regulate.

Please see the zones overleaf.

The ZONES of Regulation®

| | | | |
|---|---|--|--|
|  |  |  |  |
| BLUE ZONE Sad Sick Tired Bored Moving Slowly | GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn | YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control | RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control |

Roles and responsibilities

The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

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

The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that trends in behaviour are reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Recognising children for their efforts when promoting individual good behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations

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

Parents and carers

Parents and carers, where possible, should:

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

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

Pupils

Pupils will be supported to understand and know:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key principles, ethos, rules and routines (TAB Way)
- The recognition they receive for meeting the behaviour standard, and the consequences they will face if they don't meet the TAB Way expectations
- The pastoral support that is available to them to help them meet the behavioural expectations

Pupils will be supported to meet the behaviour expectations and will be provided with repeated induction sessions wherever appropriate. Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture and ethos. Pupils will be asked to give feedback on their experience of the behaviour

culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for pupils who are mid-phase arrivals.

Use of reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

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

Confiscation and searches

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching pupils' possessions

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

- Drawers
- Lockers
- Bags

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

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

See Appendix 3 for Guidance on Searching a pupil

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

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

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Off-site misbehaviour

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

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

Online misbehaviour

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

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

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

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher or a member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our [child protection and safeguarding policy](#) for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Serious sanctions

Removal from classrooms

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

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

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

Removal can be used to:

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

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed if their child's actions and choices have resulted in the removal from the classroom through serious misbehaviour.

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

- Intervention with SEMH assistants
- Use of Learning Support Assistants
- Short term personalised recognition charts
- Therapeutic Support Plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS.

For some children removal from the classroom can be to support their learning needs and as part of a planned intervention.

Suspension and permanent exclusions

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

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

We follow the [DfE guidance](#) for suspension and permanent exclusions.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

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

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

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

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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour are:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces e.g. The Bridge, The Link, where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

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

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

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

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's Inclusion Lead (AHT) and/or special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

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

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

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

School can contact the Special Education Needs Assessment Team (SENAT) South for advice by phone 0330223120 or email SENAT.South@westsussex.gov.uk

Supporting pupils following a sanction

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

This could include measures like:

- Restorative conversation with the adult who dealt with the misbehaviour
- Reintegration meetings if a suspension has occurred
- Daily contact with the Year Leader/Inclusion Team
- A recognition chart in place with personalised behaviour goals

Training

As part of their induction process staff have an expectation to understand the school Good Behaviour Policy and our TAB Way. Over the year, our staff are provided with training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- The proper use of restraint -Team Teach for identified staff
- Responding to trends in behaviour and context of the school

Behaviour management will also form part of continuing professional development. All staff training is recorded on BROMCOM.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will monitor data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation

Information from this monitoring will inform school practice and systems to support our behaviour curriculum.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and Pupil welfare Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of behaviour.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

Links with other policies

This Good Behaviour policy is linked to the following policies:

- Anti-bullying Policy
- Exclusions Guidance
- Child protection and safeguarding policy
- Use of reasonable force policy
- Acceptable User Policy
- Wellbeing policy
- Teaching and Learning Policy

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
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Appendix 1: Written statement of behaviour principles

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

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

This written statement of behaviour principles is reviewed and approved by the Pupil Welfare Committee annually.

Appendix 2: Therapeutic Support Plan template

Therapeutic Support Plan/Risk Assessment

This works for me:

- .
- .

This does not work for me:

- .
- .

Provision:

- .
- .

*Consider adding Team Teach holds.

| Behaviour | Action | Objective | Review of impact |
|-----------|--------|-----------|------------------|
| | | | |
| | | | |

Appendix 3: Searching a pupil

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time, the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to cooperate, the member of staff will contact the SLT, to try and determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules. The authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, drawers or lockers.

Outer clothing includes:

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

Appendix 4: Pupil's thoughts on what misbehaviour is?

Pupil Voice - Good Behaviour Policy

Two children from each year group discussed with SLT what they thought of behaviour at TAB Junior, and whether how the school deals with certain behaviour is appropriate or whether they felt it should be dealt with differently.

The children began by saying they felt that the behaviour at TAB Junior was generally good and where children misbehaved, it was dealt with effectively by adults and they showed respect towards the children.

These were the general poor behaviour issues they occasionally saw:

| What behaviour issues they have seen at TAB Junior | What should be or is done about it when it happens |
|--|--|
| Personal insults being verbally used against another person, including laughing at them, name calling or saying 'shut up' to them. | The child is given a warning and if it happens again then the adult should make sure their parents know what has happened. |
| Calling out in class and disturbing the learning | The child is given a couple of warnings and some teachers put their name on the board. If it carries on the teacher might take some minutes from their break time. The teacher will spend time talking to them while they are missing break so that the child can apologise and the adult can tell them how they should behave |
| Making physical contact with another child whilst out at play | This can happen at both first break and lunch break, but at lunch some children have less respect for the MDMS so it is harder for them to deal with it. If a child has hurt another child, they should both be sent in and talked to so that the adult can find out what happened and see who is to blame. They should miss their next break and their parents should be told. |
| Friendship issues and falling out | If people are having friendship issues, they should be given a little bit of time by their class teacher to talk about their problems and see if they can sort it out themselves. Some teachers do this already. |
| Lack of tolerance and understanding of someone's colour, gender, sexuality, disabilities | This is really serious, the children said. It must be dealt with by the Headteacher or the Assistant Headteachers so that the child who did it knows how wrong it is. The parents should come in for a meeting and the child who did it should have time to think about what they've done or said and should miss time in class and breaks that day, and probably write a letter to say sorry to the person. |
| Stealing things from another person | If a child has definitely taken something, their parents should be called and they should have to give it back or buy a replacement. They should not be allowed to use their locker for a while until they can be trusted again. |
| Being rude to an adult | The orange card should be sent and one of the Assistant Headteachers should come and take them out so everyone can get on with their learning. The teacher and the Assistant Headteacher should then talk to |

| | |
|--|--|
| | them about why they shouldn't call out so that when they come back in they won't do it anymore. If they do, they should miss their next break. |
| A child running away from staff at break times when an adult wants to talk to them | If this happens at a break or lunchtime, the adult they have run away from should go to class and tell the class teacher of that child so they can have a conversation with them about why they shouldn't run away. |
| Not telling the truth when spoken to by an adult | If an adult thinks that someone is lying about something they should make sure they get the views of everybody who was involved so they can try to get the truth in other ways. Then they can be more sure if a child is telling the truth or not. |

Quotes:

'When adults deal with bad behaviour they are always calm and polite and they try to show the right way to behave for the person they are speaking to'

'Adults try to use the TAB Way to make sure the child who is doing something wrong knows why it is wrong and what they should actually do'

'Adults are always positive about finding ways to help a child to move forward after they have behaved badly.'

'Teachers are thoughtful and teach everyone fairly'

'Good behaviour is always recognised through our TAB values'