



The John Hampden School  
Wendover

POLICY

for

BEHAVIOUR & SELF-REGULATION

Updated September 2024

The purpose of this policy is to give a clear code of conduct for all pupils at our school. The behaviour policy and practices need to be understood and agreed by all involved, including children, staff and parents/carers and be carried out consistently by all. The policy reflects the values and principles that we consider to be important for the John Hampden School Wendover.

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## AIMS & VALUES

Our school aims to provide a happy and secure environment for all those who work in, or visit it; a school in which: good manners, perseverance, respect, reflection, collaboration, independence and belonging are valued and explicitly encouraged in everyday activity. We believe that emphasising positive behaviour in school will encourage all children to behave in a positive way. We believe that this will be more effective if parents/carers are working in partnership with us.

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a consistent, whole-school approach and response to maintaining high standards of behaviour that reflects the values of the school and provides 'certainty' and 'predictability' for our staff, pupils and their families.
- › Outline the expectations and consequences of behaviour in order to establish safe and understood boundaries around behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

By establishing expectations of consistent practice by the adults in the school we are empowering everyone to 'get it right' which embeds an understanding that we all have responsibility. Our school endeavours to support families with their understanding of our approach by holding meetings and workshops to which all parents are invited; meeting with parents on an individual basis whenever necessary; information on the school website; detail in the school newsletter. Our behaviour expectations are also shared with parents in our Home/School Agreement document.

It is important for adults to be careful not to damage relationships or a child's self-esteem when managing behaviour. It must always be the behaviour that is criticised and not the child. A child with behavioural difficulties may have low self-esteem. The child must feel he/she is still valued and respected.

Our policy aims to meet the needs of the majority of the individuals within our setting but positive behaviour management plans may still be required for identified individuals.

## 2. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour in schools: advice for headteachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education 2024](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [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 gives schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

At The John Hampden School Wendover, these are the school's behaviour expectations:

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to others
- Do be honest
- Do be polite

These expectations are displayed all around the school and referred to whenever it is appropriate to do so.

**Misbehaviour** is defined as not following the behaviour expectations after being reminded to do so.

**Serious misbehaviour** is defined as:

- › Repeated breaches of the school behaviour expectations
- › Any form of bullying
- › Intentional sexual touching without consent
- › Sexual harassment, meaning unwanted conduct of a sexual nature
- › Significant damage to school property
- › Theft
- › Fighting or violence towards others
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items e.g. mobile phones, SMART devices, drugs, weapons of any kind

Where behaviour falls below the standard which could reasonably be expected, we will act to ensure a protective consequence as well as an educational consequence for the individual/s concerned. We recognise the importance of a consistent approach for dealing with unacceptable behaviour. There is no place for violence, bullying, harassment (racial or sexual), vandalism, rudeness or bad language in the school community and these behaviours will always be discouraged and addressed.

**Consequence** is defined as:

- › something that logically or naturally follows from an action

**Protective Consequences** i.e. removal of a freedom to manage harm

These may include:

- Limiting access to outside space
- Escorting in social situations
- Provision of a differentiated teaching space
- Spending time in a different classroom

- Increased staff ratio, if possible
- Suspension
- Exclusion (as a last resort)

**Educational Consequences** i.e. learning, rehearsing or teaching so a freedom can be returned. They may include:

- Completing tasks
- Rehearsing expected behaviour
- Restorative meetings
- Assisting with repairs
- Educational opportunities
- Conflict resolution/peaceful problem solving

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Targeted
- 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"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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, 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Children observing or experiencing bullying, harassment or vandalism are encouraged to enlist the help of adults in the school to resolve problems of this nature.

Incidents where children have been deliberately hurt or upset by another will be noted (including the name of the victim) in a file which is kept in the Head Teacher's room, as part of the regular weekly behaviour monitoring. This forms a record of all incidents, including those of a racist nature, and is maintained by the Head Teacher or a member of the SLT in her absence.

See separate Anti-Bullying Policy

## **5. Roles and responsibilities**

### **5.1 The governing board**

The Governing Board of JHSW 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

### **5.2 The headteacher**

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the Governing Board of JHSW
- › 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 Child Protection policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### **5.3 Staff**

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships

- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering the impact of their own behaviour on the school culture and how they can uphold school behaviour expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Challenging pupils to meet the school's expectations

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

## 5.4 Parents and carers

Parents and carers, where possible, should:

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

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

## 5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expectations for the standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's key expectations and routines
- › The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- › The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with additional support wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture 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.

## 6. School behaviour curriculum

The ethos and culture of our school is central to developing self-regulation skills in order to establish and maintain our expectations for high standards of behaviour in all pupils. Positive behaviour and self-regulation is explicitly taught as part of PSHE/Relationships Education as well as through assemblies. We constantly encourage positive behaviour through the use of praise and recognition, modelling, positive reinforcement and

through the consistent use of appropriate planning, and intervention strategies, including encouraging familiarity with the language of de-escalation. We place emphasis on the importance of restorative approaches and conflict resolution. Each classroom has its own supported thinking area, with a range of resources, where pupils are encouraged to reflect and address issues surrounding behaviour incidents

We teach positive behaviour through:

- Developing positive, caring, trustworthy relationships with our pupils
- Regular reinforcement of behaviour expectations leading to pupils internalising 'what to do and why'
- Explicit teaching
- Positive role modelling including 'Wonderful Walking', 'Super Sitting', 'Legendary Lining Up'
- Consistent practice to ensure 'certainty' and 'predictability' for our pupils
- Use of positive phrasing and consistent de-escalation scripts
- Establishing routines
- Ensuring inclusion
- Positive (healthy and brave) responses to behaviour challenges displayed by pupils
- Developing positive individual behaviour management plans, if required, by analysing behaviours methodically and in detail in order to understand, explain and interpret them

On a Friday afternoon, following our 'Over & Above' assembly, classes will be involved in activities that help them to develop and enrich their understanding of the behaviour expectations and the school values through a range of relevant activities. This session will be timetabled as 'M.O.V.E Time' (**M**astering **O**ur **V**alues & **E**xpectations)

Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Move quietly around the school
- › Treat the school buildings and school property with respect
- › Wear the correct uniform
- › Accept consequences when given
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

## 7. Responding to behaviour

As part of a consistent response, adults in the school are encouraged to **respond** to incidents of negative behaviour rather than to **react**. Our response involves:

- Staying calm
- Following the policy or individual behaviour plan
- Using scripts (See Appendix 3) i.e. words or actions prepared in advance to meet particular events. Our preference for scripts: allows intervention which does not impact on the time spent with the rest of the class; removes the need to improvise when faced with challenging behaviour; allows time to remind the individual of a previous example of their ability to self-regulate; provides a predictable and safe way to remind the child to take responsibility for their behaviour.
- Using positive phrasing



- Offering limited choices e.g. *we talk here or in the library; you can sit on your own or with the group*
- Being consistent
- Making use of/reference to zones of Regulation
- Making use of a positive phrases menu
- Disempowering the behaviour e.g. *you can listen from there; ask for help if you need it – I'm happy to help you; come back and join us when you are ready; I can see you are passionate about that; that's an interesting idea- thank you for sharing*
- Providing a protective consequence and an educational consequence

Adults are always discouraged from shouting, arguing with children, being inconsistent, bribing children or punishing children, rather than facilitating a protective consequence and an educational consequence.

## 7.1 Classroom management

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

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Display the behaviour expectations within the learning environment, inside and outside
- › Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection policy, and consider whether nurture support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Child Protection for more information.

## 7.3 Responding to good behaviour

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

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

Rewards for positive behaviour may include:

- Explicit praise/recognition, often in front of peers
- Nomination for the Scroll of Honour
- Certificates issued during a weekly 'Over & Above' assembly

- Stickers within class
- A warm welcome at the door
- Identification on the 'Loving to Learn' Board
- Individual/group reward incentives within class e.g. pebbles which may lead to extra play or 'choosing time'
- Lunchtime stickers awarded by MDMS
- Balls in the jar incentive
- Lunchtime table trophies
- 'Class of the Week' – cup awarded by the Head Teacher/Deputy Head Teacher
- Stickers and stars awarded by the Head Teacher /Deputy Head Teacher to take home
- Celebration of achievements outside school
- MDMS certificate issued during weekly 'Over & Above' Assembly
- 'Star of the Day' (Foundation Stage)
- Visual whole class 'Recognition Boards'

## 7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, as part of a consistent response, staff will **respond** rather than **react** in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

In order to de-escalate a potential incident we will follow agreed principles:

- Use the individual's name
- Acknowledge their right to their feelings
- Tell them why we are here
- Offer help
- Offer a 'get out' (positive phrasing)

We will make use of De-escalation scripts (See Appendix 1)

### De-escalating Body Language

We will aim to keep a good distance from the individual and avoid getting too close

We will take a sideways stance rather than eye to eye or toe to toe

We will leave an exit pathway rather than blocking the pathway

We will show a relaxed stance/ relaxed hands rather than displaying overbearing height or gestures

De-escalation techniques, including the use of pre-arranged scripts and phrases, may be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

Our response involves:

- Staying calm
- Following the policy or individual behaviour plan
- Using scripts (See Appendix 1) i.e. words or actions prepared in advance to meet particular events. Our preference for scripts: allows intervention which does not impact on the time spent with the rest of the class; removes the need to improvise when faced with challenging behaviour; allows time to remind the individual of a previous example of their ability to self-regulate; provides a predictable and safe way to remind the child to take responsibility for their behaviour.
- Using positive phrasing
- Offering limited choices e.g. *we talk here or in the library; you can sit on your own or with the group*
- Being consistent

- Making use of/reference to zones of Regulation
- Making use of a positive phrases menu (Appendix 2)
- Disempowering the behaviour e.g. *you can listen from there; ask for help if you need it – I'm happy to help you; come back and join us when you are ready; I can see you are passionate about that; that's an interesting idea- thank you for sharing*
- Providing a protective consequence and an educational consequences

Following a verbal reprimand and reminder of the expectations of behaviour, the school will use protective and educational consequences in response to continued unacceptable behaviour. When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future:

- › Completing tasks later - at break or lunchtime or a home
- › Rehearsing expected behaviour
- › Restorative meetings
- › Assisting with repairs
- › Conflict resolution/peaceful problem solving
- › Developing and sharing a social story
- › Sending the pupil to work in another class
- › Staying inside at break or lunchtime
- › Loss of privileges – for instance, the loss of a prized responsibility
- › School-based community service, such as tidying a classroom
- › Referring the pupil to a senior member of staff
- › Letter or phone call home to parents/carers
- › Agreeing an individual behaviour management plan
- › Suspension
- › Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing consequences, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

**Adults are always discouraged from shouting, arguing with children, being inconsistent, bribing children or punishing children, rather than facilitating a protective consequence and an educational consequence.**

## 7.5 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/carers (see appendix 3 for a behaviour log)

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.

## **7.6 Off-site misbehaviour**

Consequences 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

Consequences 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

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

## **7.7 Online misbehaviour**

The school can issue behaviour consequences 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

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

## **7.8 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 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.

## **7.9 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 policy for more information.

## **7.10 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 policy and our managing allegations policy for more information on responding to allegations of abuse against staff or other pupils.

## **8. Serious sanctions**

### **8.1 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. This education will be 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 who have been removed from the classroom are supervised by a member of the Senior Leadership Team, and will be removed for a maximum of 2 hours.

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

Pupils should be reintegrated into the classroom as soon as it is 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/carers will be informed on the same day that their child is removed from the classroom.

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

- › Use of learning support assistants
- › Individual Behaviour Management Plans
- › Pupil support units
- › Multi-agency assessment

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

## **8.2 Suspension and permanent exclusion**

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

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

Please refer to our exclusions policy for more information.

# **9. Responding to misbehaviour from pupils with SEND**

## **9.1 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- › Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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 may include examples such as:

- 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 (thinking zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

## 9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

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

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

## 9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

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

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

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

## 10. Supporting pupils following a sanction

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

We will make use of **reflection, repair and restoration** to inform future practice.

During an incident of challenging behaviour the individual's behaviour may be influenced by anger, shame, frustration, disappointment etc. In order to effectively change behaviour we will re-visit the experience with the child when they are calm, relaxed and reflective.

### Restorative Approach

'An approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment'



Following a significant incident we will always:

- Explore what happened  
e.g. *what happened?*
- Explore what people were thinking and feeling at the time  
e.g. *What were you thinking at the time? How were the rest of the group feeling?*
- Explore who has been affected and how  
e.g. *How can we make things better for \_\_\_\_\_/you?*
- Explore how relationships can be repaired  
e.g. *What can you do to help put this right?*
- Summarise what has been learnt so there can be a different response next time  
e.g. *How can we make it OK for you to play/use \_\_\_\_\_ safely?*  
*What could you do differently next time?*  
*What do you think \_\_\_\_\_ might need?*

### **Reflect, Repair, Restore Activities**

May include:

- Supported Thinking Area
- Social Stories
- Role play with dolls/teddies/puppets
- Restorative conversations
- Solution focused approaches
- Signs and symbols to talk about emotions
- SEALs
- Use of Persona Dolls

Adults will always be encouraged to analyse pupil behaviour that gives cause for concern to establish whether it is conscious behaviour (the result of thought or planning) or sub-conscious behaviour (evident without any thought or planning) and which may lead to a sub-conscious response which is typically of a 'fight' or 'flight' nature or may be driven by a diagnosed condition.

Responding to conscious behaviours may involve:

- Exploring boundaries we can set
- Providing limited choices
- Establishing a consistent plan
- Identifying a learning consequence

Responding to sub-conscious behaviours may involve:

- Considering which scripts we have in place to utilise
- Teaching coping strategies
- Establishing a consistent plan
- Identifying ways to reduce anxiety

### **Post-Incident Learning following a Significant Incident**

There will be three levels of post-incident learning:

1. The Individual – Educational consequences, Restorative Meetings, Social stories Roots and Fruits sheet etc.
2. The Witnesses – discussion with the peer group without the 'harmer' present to reinforce the fact that \_\_\_\_\_ is still learning; praise for not joining in; reward group as appropriate; provide support for the group as appropriate
3. The Staff – debrief following the incident; review plans; construct plans; review consequences/reward systems

## **11. Pupil transition**

### **11.1 Inducting incoming pupils**



The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

## **11.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **12. Training**

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

- › The proper use of restraint
- › The needs of the pupils at the school
- › How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log is kept.

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating behaviour**

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusions and suspensions
- › Use of pupil support units, off-site directions and managed moves
- › Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed every term by the senior leadership team, including the full Governing Board.

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 them.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the FGB.

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

## **14. Links with other policies**

This behaviour policy is linked to the following policies

- Exclusions policy
- Anti-Bullying Policy
- Child Protection policy
- Physical restraint policy
- Mobile phone & Smart Device policy
- PSHE Policy
- Relationships Education Policy

## 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
- › Rewards, consequences, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by pupils and staff
- › The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- › Pupils are helped to take responsibility for their actions
- › Families and carers are involved in the handling of 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 full governing board annually.



## Appendix 3: Script Examples

### Script examples

I noticed that you are...  
It was this behaviour expectation that you didn't show  
You have chosen to...  
Do you remember last week when you....  
Thank you for listening

### De-escalation Scripts

Individual's name  
I can see something has happened (oh dear, tell me what happened)  
I am here to help you  
Use your words  
Tell me  
Talk and I will listen  
Come with me and we can....  
Let's go over here and....

## APPENDIX 2

### Positive Phrases Menu

#### Positive Phrasing:

##### EXAMPLES

- Come and sit next to me for .....
- Everyone needs to tidy up before we.....
- You need to finish your work by \_\_\_\_\_

#### Limited Choice:

##### EXAMPLES

- Would you like to sit on the \_\_\_\_ or the \_\_\_\_?
- You can have \_\_\_\_ or \_\_\_\_ to help you if you like
- You can start with the picture or the writing

#### Disempowering Behaviour:

##### EXAMPLES

- You can listen to the \_\_\_\_ from there
- I understand making a start is difficult, I am here to help you
- I know it's difficult to get started , we are here to help

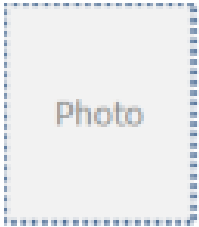
#### Consequence:

##### EXAMPLES

- We will check you understand \_\_\_\_\_ before going out for break time
- If it isn't completed by \_\_\_\_\_ you will need to stay behind to finish it while everyone else \_\_\_\_\_
- If it's not completed by \_\_\_\_\_ you will need to stay in for learning catch up time to finish it

Appendix 4: PiP

<b>Name:</b>	<b>DOB:</b>	<b>Date:</b>	<b>Version of plan:</b> <b>Review Date:</b>
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	<b>Areas of strengths:</b>	<b>SEN stage:</b>	<b>Positive behaviours we are supporting:</b>
	<b>Motivators:</b>	<b>Areas of Need:</b>	
<b>Presenting challenging / harmful behaviours:</b>	<b>Possible triggers:</b>	<b>Possible functions (sensory/escape/attention/tangible):</b>	<b>Pupil voice (optional questions to guide):</b> <ul style="list-style-type: none"> <li>▪ How does the child/young person feel about school?</li> <li>▪ Who helps them at school?</li> <li>▪ Can they talk about their behaviour? What helps them the most? What makes things worse?</li> <li>▪ Which parts of the day/lesson goes well, and which do they find more difficult?</li> </ul>
<b>Differentiated measures to promote / support positive behaviours</b>			

Positive behaviours:	What we will say and do to regulate behaviours and reinforce positives:
First signs of escalation:	What we will say and do to de-escalate/divert:
Challenging behaviours:	What we will say and do to de-escalate/divert:
Harmful behaviours:	What we will say and do to best ensure safety:
Post incident recovery / Debrief / Restorative actions	

Signature of plan co-ordinator.....Date .....

Signature of parent / carer.....Date .....

Signature of young person (if appropriate) .....Date.....

Appendix 5: Observation Grid

### Observation Grid

Date: 12.06.21 Child: BS Observer: Mrs Smith

Behaviours/incidents	Arrival / Registration	8.45-9.15	9.15-9.45	9.45-10.15	10.15-10.45	10.45-11.15	11.15-11.45	11.45-12.15	12.15 - Home Time
Pushing or shoving my friends		✓✓	✓		✓✓✓✓✓✓	✓		✓✓✓	
Throwing things at others		✓	✓		✓✓✓		✓	✓	
Using my words to ask for or say when I'm not happy	✓✓			✓	✓	✓✓	✓		
Sharing with my friends	✓			✓✓✓		✓✓			



## Analysing behaviour 'ABC'

<b>Date/Time</b>	<b>Activity</b>	<b>Antecedent</b>	<b>Behaviour</b>	<b>Consequence</b>	<b>Pupil response</b>
<i>Date/time when the behaviour occurred</i>	<i>What activity was happening when the behaviour occurred</i>	<i>What happened immediately before the behaviour</i>	<i>What the pupil did or said and how long the behaviour lasted</i>	<i>What happened following the behaviour (adult response or environmental change)</i>	<i>Upon receiving the consequence, how did the pupil respond?</i>



Appendix 8: Behaviour Log

Child's Name:

Class:

BEHAVIOUR EXPECTATION/S NOT BEING DEMONSTRATED	PROTECTIVE CONSEQUENCE APPLIED	EDUCATIONAL CONSEQUENCE APPLIED																																																
<p>DATE:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 80%;">Do be kind and helpful</td><td style="width: 20%;"></td></tr> <tr><td>Do work hard</td><td></td></tr> <tr><td>Do listen</td><td></td></tr> <tr><td>Do be honest</td><td></td></tr> <tr><td>Do be polite</td><td></td></tr> <tr><td>Do be gentle</td><td></td></tr> <tr><td>Do look after property</td><td></td></tr> </table> <p>Detail/Topography of behaviour:</p>    <p style="text-align: center;"><b>HAS INCIDENT BEEN COMMUNICATED TO PARENTS/CARERS</b></p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>	Do be kind and helpful		Do work hard		Do listen		Do be honest		Do be polite		Do be gentle		Do look after property		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 80%;">Limiting access to outside/inside space</td><td style="width: 20%;"></td></tr> <tr><td>Escorting in social situations</td><td></td></tr> <tr><td>Provision of a differentiated teaching space</td><td></td></tr> <tr><td>Spending time in a different classroom</td><td></td></tr> <tr><td>Increased staff supervision</td><td></td></tr> <tr><td>Support from SLT</td><td></td></tr> <tr><td>Conversation/communication with home</td><td></td></tr> <tr><td>P.S.H.E. session with the class or a group</td><td></td></tr> <tr><td>Other:</td><td></td></tr> </table>	Limiting access to outside/inside space		Escorting in social situations		Provision of a differentiated teaching space		Spending time in a different classroom		Increased staff supervision		Support from SLT		Conversation/communication with home		P.S.H.E. session with the class or a group		Other:		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 80%;">Completing tasks later</td><td style="width: 20%;"></td></tr> <tr><td>Rehearsing expected behaviour</td><td></td></tr> <tr><td>Restorative meeting</td><td></td></tr> <tr><td>Assisting with repairs</td><td></td></tr> <tr><td>Educational Opportunities (to build self-esteem)</td><td></td></tr> <tr><td>Conflict resolution/making peace</td><td></td></tr> <tr><td>Social Story</td><td></td></tr> <tr><td>Other:</td><td></td></tr> </table>	Completing tasks later		Rehearsing expected behaviour		Restorative meeting		Assisting with repairs		Educational Opportunities (to build self-esteem)		Conflict resolution/making peace		Social Story		Other:	
Do be kind and helpful																																																		
Do work hard																																																		
Do listen																																																		
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Conflict resolution/making peace																																																		
Social Story																																																		
Other:																																																		
<p>Any further information:</p>    																																																		

**First behaviour letter**

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour does not adhere to our behaviour expectations, which are set out in our behaviour policy. [You may want to reference the specific expectation, e.g. 'do be gentle' or 'do look after property']

This has been promptly followed up in school with [insert brief description of what the school has done, i.e. the protective and educational consequence applied].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name:

---

Class teacher signature:

---

Date: \_\_\_\_\_

---

**Behaviour letter – return slip**

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:

---

Parent/carer name:

---

Parent/carer signature:

---

Date: \_\_\_\_\_

## Second behaviour letter

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour expectations, which are set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

[Insert details of how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name:

---

Class teacher signature:

---

Date: \_\_\_\_\_

### Third behaviour letter

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a more structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting]

Yours sincerely,

Class teacher name:

---

Class teacher signature:

---

Date: \_\_\_\_\_

