



Delta Federation Behaviour and Attitudes Policy

Date adopted : Jan 2024

To be reviewed: Jan 2027 or sooner if necessary

BEHAVIOUR and ATTITUDES POLICY

Introduction

“Effective behaviour management is essential to the smooth running of a school and in the creation of an environment where everyone’s rights and responsibilities are addressed.”

Behaviour Management -A Whole School Approach pg 12: Bill Rogers

It is a primary aim of our Federation that every member of the Federation’s community feels valued and respected and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The Federation’s behaviour policy is therefore designed to support the way in which all members of the Federation can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The Federation has a number of expectations, to encourage the development of desirable behaviour in school a consistent and agreed approach is absolutely essential, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the Federation community in aiming to allow everyone to work together in an effective and considerate way.

The Federation expects every member of its community to behave in a considerate way towards others. Staff provide positive role models through their relationships with pupils, parents and each other.

We treat all children fairly and with equity, ensuring they have everything they need to succeed and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment and to become positive, responsible, self-disciplined and increasingly independent members of the Federation’s community.

The Federation rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

The Federation has a clear philosophy and expectations and it is imperative that there is a consistent approach throughout. We will not tolerate bullying of any kind including cyberbullying, prejudice-based and discriminatory bullying (**see Appendix A**).

In every classroom will be displayed a list of rules which are age appropriate so that children have an age-appropriate understanding of the expectations; these rules will be developed together with the class (see Classroom rules and routines). Pupil understanding of behaviour in and around the school will be monitored in termly behaviour learning walks led by SLT members and in frequent pupil questionnaires, a summary of which will be shared with governors. Parental views on behaviour in and around the school will be monitored through regular parent questionnaires.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Positive Mental Health Policy
- Equality Objectives Policy

Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the Executive Headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Supporting the Executive Headteacher in carrying out these guidelines. The Executive Headteacher and Heads of Schools have the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Executive Headteacher about particular disciplinary issues.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Executive Headteacher and Heads of Schools will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.
- Leading by example to the wider staff body.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEND Policy.

The SENDCo will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Ensuring that the school rules are followed in their class and that their class behaves in a responsible manner during lesson time.
- Having high expectations of the children in terms of behaviour and striving to ensure that all children work to the best of their ability.
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.

- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Reporting to parents about the progress of each child in their class, in line with Federation Policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Having high expectations of all children.
- Treating each child fairly, with respect and understanding.
- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENDCo
 - Head of School
 - Executive Headteacher
 - Team leader
 - Operational Safeguarding Lead
- As authorised by the Executive Headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Working collaboratively with teachers, so children receive consistent messages about how to behave at home and at school.
- Reading and supporting their child in adhering to the school rules as outlined in the individual school's prospectus and home-school agreement and reinforcing this at home.
- Supporting their child's learning and co-operating with the Federation, as set out in the home-school agreement.
- Taking part in supportive dialogue between home and school regarding their child's welfare, learning and behaviour.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Supporting the actions of the school if the use of reasonable sanctions are required to improve behaviour. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher or a member of the Senior Leadership Team. If the concern remains, they should contact the Executive Headteacher and/or the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented. This process is set out in the 'Grievances' policy.

Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness including, but not limited to, answering back, ignoring instructions, disregarding rules and boundaries, and using inappropriate language
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT, Head of School and the Executive Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Pupil Induction

When a child joins one of our schools, as part of the induction process, they and their parents will meet with a learning mentor for a tour and to discuss school expectations. Parents will be asked to read and agree to the 'Home-School Agreement' which sets out expectations for them, the children and the school as well as the 'Parent Code of Conduct'.

On the child's first day, class rules will be shared by their class teacher and they will be 'buddied-up' with another child who can provide additional peer support throughout their first days to understand rules, routines and expectations of behaviour.

Expectations of behaviour will be revisited as required and additional support provided if required. The SENDCo or Learning Mentors will provide additional support for children with special educational needs, disabilities or mental health needs, seeking support from external agencies as required.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.

- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The Executive Headteacher and Head of School will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a classroom rules agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to pupils’ and staff’s behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

For younger pupils, parents will read the classroom rules agreement with their child and sign it on their behalf.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- All staff provide will give regular verbal praise and congratulate children on their achievements;
- Communicating praise to parents;
- Certificates, prize ceremonies and special assemblies

- Children being given positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group
- Each week we nominate a child from each class to receive the “Gold Brick Award” at Drayton Park and the “Star of the Week” award at Brooksward. These are awarded to acknowledge outstanding efforts to improve behaviour, to celebrate consistent good behaviour, or for acts of kindness in either school or models of good learning. These are linked to our Learning Character themes which change half-termly.
- At Drayton Park each recipient is acknowledged in assembly and their parents are invited to attend. They then place their brick on the wall in the entrance hall and are invited to attend afternoon tea with the Learning Mentor or the Executive Headteacher/Head of School.
- At Brooksward School each recipient is acknowledged in assembly and their parents are invited to attend. They are then added to the display in the entrance hall and attend afternoon tea with the Learning Mentor or the Executive Headteacher/Head of School.
- We distribute class points to children either for consistent good work or behaviour. Class points are collected within a class and used to earn a class treat (approximately half-termly). Children vote for what they would like, i.e party, games in hall etc.
- All classes have opportunities to show examples of their best work or to share new achievements in assemblies on Fridays and in class assemblies.
- Dojo points are used in each classroom to celebrate good behaviour and as a communication method for parents to share in the successes of their child during each school day.
- At the end of each term, we hold a school fayre as a reward for children’s good behaviour. They have a number of tokens to ‘spend’ at the fayre which is linked to behaviour and dojo points earned over the term.

Staff Induction

When staff join either school in the Delta Federation, they will receive a comprehension induction including a Staff Handbook, key policies, a safety briefing with the Site Manager and a Safeguarding briefing from a DSL. Their team leader or a member of the senior leadership team will support the staff member to ensure they are clear on the expectations and procedures in place for behaviour support and management.

Early Career Teachers (ECTs) and students will be assigned a mentor who they will meet with regularly to support their professional development.

Ongoing support is provided for all members of staff by senior leaders, the SENCo and Learning Mentors. Training and/or advice from external agencies is sought on a regular basis to ensure that all children, including those with special educational needs, disabilities or mental health needs, are supported effectively in order to achieve and learn as well as possible.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s SEND Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Managing behaviour

The Federation employs a number of sanctions to enforce the rules of the school and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Following on from a sanction imposed, a restorative conversation will take place with the adult involved in order to resolve the situation and move on.

We expect children to listen carefully to instructions in lessons. If they do not do so, we will provide a verbal reminder, then ask them either to move to a place nearer the teacher or to sit on their own. If this continues, we may use Class Dojo and take away a point. This would be visible to their parents.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class, the teacher reminds them of the classroom rules and warns them that they may be withdrawn if this behaviour continues. If a child misbehaves repeatedly, we withdraw the child from the rest of the class until s/he is in a position to work sensibly again with others. The children may be asked to work outside the classroom, visit the Team Leader or work with Learning Mentors.

The safety of the children is paramount in all situations. If a child’s behaviour endangers the safety of others, or prevents others from learning, the class teacher contacts a member of the Senior Leadership Team or a Learning Mentor who may stop the activity and withdraw the child from the rest of that session.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident on CPOMs (our Child Protection Online Monitoring system) and the child will lose certain privileges which may include playtimes or class treats. They will be sent to the Learning Mentors area (Inclusion at Drayton Park and Willow Room at Brooksward) who keep a record of incidents that occur and their frequency. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child’s parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. Continued behaviour will then lead to the loss of a reward such as the Class Treat or access to a whole school extra-curricular event.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in either school knows the standard of behaviour that we expect

throughout the Federation. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time' or another appropriate time.

All staff members are aware of the regulations regarding the use of Restrictive Physical Interventions (RPIs). Only members of staff who are trained by Team-Teach will use these interventions unless an emergency situation arises. Trained staff members only intervene physically to prevent: self-harming, injury to another individual, damage to property, an offence being committed or any behaviour prejudicial to the maintenance of good order and discipline. When a RPI is necessary it will be carried out by two trained members of staff where possible. Written records are kept when an RPI has been used and the parents of the child are informed.

Parents are asked to sign a Home-School agreement which sets out the circumstances in which a RPI might be used. It is made clear to parents that by accepting the Home-School agreement they are acknowledging the school's responsibility to use reasonable force in the circumstances previously described.

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. These behaviours will be logged and recorded in the weekly Team Meeting Minutes. This is monitored regularly by the Learning Mentors and the Head of School/SENCO. Staff will consider afterwards how to prevent such behaviour from recurring. Where incidents occur regularly or are of a serious nature then these will be discussed with the parent and recorded on CPOMs.

The Operational Safeguarding Lead will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSLs, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable (Appendix B):

- Level 1 Behaviour:
 - Withdrawal from an activity or group
 - Withdrawal from play or lunchtimes

- Level 2 Behaviour:
 - Withdrawal from play or lunchtimes
 - Send to Year Group Team Leader
 - Withdrawal from class
 - Learning mentor involvement

- Level 3 Behaviour
 - Send to Executive Headteacher or Head of School
 - Exclusion from privileged events such as school disco, residential trips, school visits, pre- and afterschool clubs
 - Consider exclusion (fixed period or permanent)
 - Implement Exclusion.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member (Level 3 Behaviour), the following procedures will be followed:

- The pupil is sent to the Head of School/Executive Headteacher immediately or, in their absence, the most senior member of staff.
- The incident will be investigated by a senior member of staff or the Operational Safeguarding Lead and will decide whether it constitutes unacceptable behaviour.
- If it is deemed that that the behaviour was unacceptable, parents will be informed on the same day and invited in to discuss the incident.

Following repeated incidents of unacceptable behaviour (Level 3 Behaviour), the following sanctions will be implemented:

- Send to Executive Headteacher or Head of School
- Exclusion from privileged events such as school disco, residential trips, school visits, pre- and afterschool clubs
- Consider exclusion (fixed period or permanent)
- Implement Exclusion.

The Executive Headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Executive Headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Only the Executive Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Executive Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Headteacher may also exclude a pupil permanently. It is also possible for the Executive Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Executive Headteacher excludes a pupil, she will inform the parents immediately, giving reasons for the exclusion stated in a letter. It must be made clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Executive Headteacher informs the LA and the governing body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term. The Chair of Governors will be informed of any length of exclusion on the day that it occurs.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

Reintegration

Following a fixed term exclusion, a meeting will be held between the Executive Headteacher or Head of School, the child's parents or carers and the child to discuss what support is needed to help them to return to school and meet the expected standards of behaviour. Additional measures may be put in place to support this, for example report card, regular check-ins with a member of the senior leadership team or learning mentor, follow-up meetings with parents.

Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Children with Challenging Behaviour

For those children identified as having potentially challenging behaviour, a number of strategies are tried.

- Partnership with parents is crucial and communication between home and school vital. Meetings will be arranged with the Learning Mentors to talk through support available.
- If no improvement is noted a referral to the Inclusion and Intervention team will be considered with the approval of parents.

- If a child is at risk of exclusion, a Pastoral Support Programme will be initiated as outlined in MK Guidance. If a child is endangering either his/herself or and others, a risk assessment will be undertaken in order to try and manage the behaviour and the risk to others.
- If the risk assessment indicates this is not possible, the school will seek support from the LA and external agencies to try and avoid exclusion.
- On some occasions it may be necessary for trained staff to use agreed positive handling techniques to ensure the safety all pupils and to maintain good order within the school. Guidance on the specific use of these techniques can be found in our positive handling/physical intervention policy.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement or sensory breaks for a pupil whose SEND means they find it difficult to sit still or focus for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

If a behaviour is unacceptable and not deemed to be in relation to the pupil's SEND need, then the standard behaviour policy procedure will be followed.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Use of humour and/or distraction
- Providing a sensory or physical break
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a way out of the situation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Child-on-child abuse

All staff are aware that children can abuse other children and that this can happen both in school and outside of school. Staff receive yearly training updates to support this and understand that they play an important role in preventing and responding where it is believed a child may be at risk from it. Staff know to inform one of the designated safeguarding leads if they have any concerns regarding child-on-child abuse and these will be investigated promptly and fairly, and consequences put in place in-line with this policy.

Prejudicial Incidents

As a Federation, we are opposed to all forms of prejudice and work hard to ensure that pupils and staff are aware of the protected characteristics and the impact of prejudice. The school will address any incidents immediately and, where appropriate, report them to the LA. As part of this process, all pupils involved or affected by the incident will be spoken to with a focus on education and promoting equality and good relations. Parents/carers of all parties will be contacted and informed the same day by a member of SLT with a follow-up call the following week to ensure the children and their families feel supported and that all parties are able to move forward together.

A “prejudice-related incident” refers to an incident where a person is targeted for unjust, discriminative reasons, including due to any protected characteristics as outlined in the Equality Act 2010. These characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Behaviours including sexism, heterosexism, homophobia, racism, classism, ableism, antisemitism, ageism will be managed under this policy.

Any reports of bullying and prejudice will be carefully monitored and dealt with accordingly. Annual training is given to all staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying.

The use of reasonable force (RPIs)

There may be circumstances where it is necessary for school staff to use reasonable force to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’.

Members of staff have the power to use reasonable force in order to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order.

If considering the use of reasonable force, staff will consider the risks carefully, recognising any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

The Executive Headteacher, Heads of Schools and DSLs may also use such force as is reasonable if there is cause to believe a pupil is carrying a banned item. Banned items include knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

The Senior Leadership Team monitors the use of RPIs and assesses the frequency and severity of incidents. Details of the RPIs used are shared with Governors by the Executive Headteacher on a termly basis.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary and that they are kept informed of how long they are expected to be out of the classroom.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Executive Headteacher or Heads of Schools will request that the pupil's class teachers set them appropriate work to complete.

The Executive Headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Prohibited items, searching pupils and confiscation

The Executive Headteacher, Heads of School and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention & Positive Handling Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- **E-cigarettes and vapes**
- **Lighters**
- **Aerosols**
- **Legal highs/psychoactive substances**

- **Energy drinks**
- **Mobile Phones and other communication devices (these should be handed into the school office at the start of the day)**

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in this policy when conducting searches and confiscating items; searches will be recorded on CPOMs and shared with the Safeguarding team.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Home-School Agreement will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will work with parents and could impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises once an investigation has been carried out. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the guidance.

Equal Opportunities

The Federation is committed to the provision of equality of opportunity for all pupils. We recognise that nationally research indicates that certain pupils are at particular risk of disaffection or exclusion. This policy has been devised following guidance from the following documentation Education Act 1996, School Standards and Framework Act 1998 Education Act 2002, Education and Inspections Act 2006 and the Education Act 2011.

Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the Executive Headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Monitoring and review

The Executive Headteacher and Heads of Schools monitor the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour.

The Executive Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

The governing body reviews this policy every three years. The governors may vary this review of the policy if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Miss Jen Swain

Executive Headteacher

This policy will be reviewed every 3 years or sooner if required.

APPENDIX A

ATTITUDES AND BEHAVIOUR POLICY

ANTI- BULLYING POLICY

Bullying is the wilful and conscious desire to hurt, threaten or frighten someone over a sustained period of time. Bullying is not tolerated within the Federation. Staff, pupils and parents must have confidence that action will be taken and that if that action is not effective further steps will be taken. Racism is seen as a serious form of bullying and records must be kept in line with MK guidance on racial harassment.

How? by verbal intimidation; name calling, taunting, threatening, harassment racial/sexual. Cyber-Bullying e.g. sending texts or e mails.

Where? to and from school, in the playground, between lessons, in class during group work, in toilets and cloakrooms.

Why? Bullies often have very low self-esteem. They may seek to make themselves feel better by belittling others. Some get pleasure from causing others fear, pain or humiliation. Much bullying behaviour is learnt; from adults, friends or family.

Addressing Bullying

Strategies to combat bullying

- Teaching social skills in a conscious and systematic way through the P.S.H.E. curriculum and taking part as a whole school in National Anti-Bullying Week in November.
- Follow school policy on attitudes and behaviour consistently.
- Use circle time to address issues.
- Ensure pupils know it's right "to tell".
- Offer a range of options as to who and how to report bullying.
- Raise self-esteem of bully and victim.
- Do not tolerate any prejudicial language or actions including racism, homophobia.
- Intervene in inappropriate play.
- Be aware of individuals.
- Be aware of areas where and times when pupils may be vulnerable.

Procedures to follow with bullying

- Follow up every case – refer to a Learning Mentor
- Reassure pupils that they did the right thing in reporting.
- Be seen to act fairly and consistently.

PREVENTIVE BEHAVIOUR MANAGEMENT CASCADE

Class Teacher

|

Adjacent Colleague

|

Key Stage Manager/Team Leader/Learning Mentor

|

Head of School

|

Executive Head

The Sanctions must clearly uphold the school's ethos. Unless effectively used breaking rule can become an incentive, in itself, to gain attention.

Sanctions must be used sparingly and should be relevant to the specific incident of inappropriate behaviour. Class teachers will keep appropriate records of behaviour.

Level 1 Behaviour

This is behaviour which is low level which should not be recorded in the behaviour records unless it becomes frequent or repetitive. It is expected that the class teacher will use appropriate behaviour management strategies to manage and resolve this kind of behaviour. This type of behaviour includes:

- Calling out without hand up
- Disruptions during sessions such as silly noises
- Fidgeting
- Not being organised e.g. not having the correct uniform or PE kit
- Not completing either class or homework work to a high enough standard

If children are displaying Level 1 behaviours frequently, the expectation is that the teacher will try a range of strategies recording evidence and monitor the behaviour to check if there are any patterns or trends which can be identified. Teachers will also think very carefully about the teaching and learning provision for this child as if children are engaged effectively, low level behaviour is usually eradicated or at the very least minimised. If low level behaviours persist teachers should check with other staff including the team leader and SENCo as appropriate.

Sanctions

Withdrawal from an activity or group

Children will be given time to sit on their own to reflect

Withdrawal from play or lunchtimes

Children may be asked to complete their work (e.g. class work, homework or practising their spellings) during break or lunch if teachers feel that they have not completed it to a suitable standard.

Level 2 Behaviour

This is behaviour which should be recorded followed up as soon as possible. This includes:

- Repetitive or frequent instances of any of above behaviours listed
- Using equipment inappropriately
- Passing inappropriate messages
- Saying unkind things to another child
- Refusal to follow instructions
- Refusal to wear the correct uniform or alternatives offered

Sanctions

Withdrawal from play or lunchtimes

Sanctions

Teachers will inform the child that they will be missing a set amount of break or lunch time. The teacher will supervise this child and discuss their behaviour with them. The class teacher must make a record of any play or lunchtime withdrawals.

Send to Year Group Leader

Withdrawal from class Child is taken to another class in school with work to complete. The class teacher must make a record.

Parents will be informed preferably in a face-to-face conversation.

If disruptive behaviour continues, report as a Child causing concern in team minutes and request Learning mentor involvement.

Level 3 Behaviour

This is very serious behaviour and needs to be dealt with immediately by the Head or in her absence her Deputy. This will usually result in a serious incident letter and appropriate sanctions.

- Hurting a child or adult deliberately by kicking, punching, pinching, spitting, pushing etc
- Fighting or serious level of aggression towards peers or adults
- Insulting offensive language: swearing/sexual/homophobic/racist/faith/disability/prejudice based incidents
- Physical damage to school or someone else's property
- Bullying behaviour
- Theft
- Acting in a dangerous manner which will endanger either their or others safety
- Absolute refusal to comply with instructions
- Bringing an item onto school premises such as drugs, matches, knives, inappropriate pictures and publications
- Major disruptive behaviour in class which forces the teaching to completely stop and other children to be removed for their safety
- Using technology to bully others e.g. Facebook, Twitter etc.
- Three incidents of withdrawal from class
- Serious Incidents may include pupil behaviour in the vicinity of the school or on a journey to and from school.

Sanctions

Send to Head of school

Exclusion from privileged events such as school disco, residential trips, school visits, pre- and afterschool clubs

Only to be considered by the Executive Head/Head of School. If a child does attend school on the day of the sanction this will be carried over to the next privileged event.

Consider exclusion (fixed period or permanent)

Only to be considered by the Executive Head or Head of School

Implement Exclusion.

Only to be completed by the Executive Head