



BPET Behaviour Policy

Signed:	
Chair of Trust Board:	Claire Delaney
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Bellevue Place Education Trust – Our commitment

Learn. Enjoy. Succeed.

Every BPET child and staff member enjoys a broad (LEARN) and enriched (ENJOY) learning experience, enabling them to achieve far greater individual success (SUCCEED) than they might previously have thought possible.

Our Mission

To grow hubs of like-minded, autonomous schools with a strong support network, all of which combine academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

Our Difference

We are leading the way in delivering high quality education through skills-based and knowledge rich curricula, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with families, who are our key partners in delivering the vision.

Our Promise

Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. Our focus is ensuring an exceptional provision for all our children with supportive, accessible learning that enables every child to make progress, including high quality inclusion for children with Special Educational Needs. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn.

1 Introduction

- 1.1 BPET's behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across its schools. Good behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond the academy gate.
- 1.2 This policy outlines the high behavioural standards BPET expects from all our pupils, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with BPET's exclusions policy, anti-bullying policy, SEND, [searching, screening and confiscation policy](#), and safeguarding and child protection policy, all of which can be found on the school's websites.

2 Aims and Objectives

By setting high standards of expected behaviour, BPET and its schools aim[s] to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;

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

3 Application of Policy

3.1 This policy applies to all members of the BPET community. BPET uses CPOMs or Arbor to track and monitor pupil behaviour and how parents will be kept updated about pupil behaviour. Each school within BPET will apply sanctions within this policy for behaviour that takes place outside of school premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of school hours are reported to the school.

3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school, staff will consider:

3.2.1 whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or

3.2.2 the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school and/or BPET.

4 Roles and Responsibilities

All members of the BPET community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the BPET community are set out in detail below.

4.1 Board of Trustees

The Trustees will work with the Central Team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its schools. Trustees will monitor and evaluate the impact of the policy and will hold the CEO and Director of Education to account for its implementation.

4.2 The Chief Executive /Director of Education

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

4.3 Headteacher

Each schools Headteacher, with support from their Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. The Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline. **The Headteacher will monitor and evaluate behaviour information, including information about bullying to identify trends in behaviour. This information will be used to agree appropriate actions so that excellent behaviour is maintained.**

4.4 Staff

All staff will:

- communicate the contents of this policy to all pupils and parents to ensure that BPET's expectations are transparent to all pupils and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this by for example within assemblies, part of PSHE and discussed as part of pupil induction.
- apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- make reasonable adjustments for disabled pupils as required;
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
- challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct;
- record incidents of poor behaviour and any given sanctions in the pupil's behavioural log;
- provide praise, rewards and reinforce positive behaviour;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
- focus on de-escalation and preventative strategies rather than being solely reactive;

- consider the welfare of the whole BPET community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
 - more frequent engagement with parents;
 - home visits;
 - mentoring and coaching;
 - report cards;
 - time in a pupil support unit;
 - engaging with local partners and agencies to address specific challenges;
 - consideration of whether a multi-agency assessment referral is required e.g. Early Help or an Education Health and Care Plan; and/or]
 - designing an Individual Behaviour Plan with set targets and support strategies embedded within;
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- set, mark and monitor homework and provide facilities for children to do homework in the school if required;
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

4.5 Parents

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy;
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;
- work with the school in support of their child's learning;
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour **and adhere to any parenting contracts put in place;**
- inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning;
- attend Parents' Evenings and discussions about their child's progress, if reasonably possible; and

- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

4.6 Pupils

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

5 Rewards

BPET believes that it is important to encourage good conduct throughout the schools by celebrating and rewarding good behaviour.

6 Sanctions

6.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. The school will impose sanctions (also known as 'disciplinary penalties') in response to pupil misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.

6.2 The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The school uses a range of sanctions in response to incidents of poor behaviour. These sanctions could include:

- verbal reprimand;
- requiring a written apology;
- confiscation of a pupil's property;
- missing break time;
- extra work or repeating unsatisfactory work until it meets the required standard;
- the setting of written tasks as punishments, such as writing lines or an essay;
- school-based community service or imposition of a task – such as picking up litter, weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti;
- loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular school events such as sports day or prom;
- internal exclusion;
- regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring;
- removal from a class or groups;
- education off-site for a designated period;

- suspension or permanent exclusion.
- 6.3 School staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the school and/or having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. BPET recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the Virtual School Head for looked after children, regarding students' behaviour when necessary. When a sanction is imposed, parents will be informed in writing.
- 6.4 BPET encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.
- 6.5 The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow BPET's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.
- 6.6 Under no circumstances will illegal or inappropriate items be tolerated in the school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:
- verbal abuse to staff and others;
 - verbal abuse to pupils;
 - physical abuse to/attack on staff;
 - physical abuse to/attack on pupils;
 - any form of bullying (to the extent not covered above);
 - indecent behaviour;
 - damage to property;
 - gambling on **school** property;
 - recording or taking images of pupils or staff without their express consent;
 - consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including "legal highs";
 - carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason;
 - theft;
 - serious actual or threatened violence against another pupil or a member of staff;
 - sexual abuse or assault;
 - carrying an offensive weapon;
 - arson;
 - unacceptable behaviour which has previously been reported and for which the school sanctions and other interventions have not been successful in modifying the pupil's behaviour;
 - malicious allegations against staff;

- racist, sexist, homophobic or other forms of discriminatory behaviour;
- persistent truancy/lateness;
- possession of items prohibited under the school rules

6.7 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

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

During the period of removal the pupil will receive continual, supervised education in a suitable environment. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

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

7 Pupils with Special Educational Needs and/or Disabilities

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

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.
- An Individual Behaviour Plan will be developed by the school outlining strategies and interventions to ensure that a pupil with SEND understands the school's expectations in relation to behaviour, and reaches those expectations.

7.2 BPET is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the respective school will do all it can to ensure that the pupil receives appropriate support. BPET is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than

would be imposed for a pupil exhibiting the same behaviour who does not have that disability. BPET will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the respective school on the facts of the situation.

- 7.3 An Individual Behaviour Plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read BPET's special educational needs policy/ SEN Information Report for more information.
- 7.4 The respective school will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):
- short, planned movement breaks for a pupil whose SEND means that they find 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.
- 7.5 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

8 Investigating Incidents

- 8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.
- 8.2 BPET uses Close Circuit Television ("CCTV") within the majority of its premises. One reason why BPET uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see BPET's CCTV policy and privacy notices for more information.
- 8.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

- 8.4 In exceptional circumstances, pupils may receive a suspension pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

9 Search, seizure and confiscation

- 9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by the Headteacher or staff authorised by them. Staff will follow the BPET Searching, Screening and Confiscation Policy when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

10 Use of reasonable force

- 10.1 BPET strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.
- 10.2 This power extends to times when staff are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.
- 10.3 Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.
- 10.4 All incidents of physical intervention, not just those relation to helping a pupils calm down, must be reported to parents "on the same day or as soon as is reasonably practicable

11 Bullying

- 11.1 BPET will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying, in line with the BPET Anti-Bullying Policy. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.
- 11.2 BPET wants to make sure that all pupils feel safe in the school and are accepted into the BPET community. BPET's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.
- 11.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. BPET practices a preventative strategy to reduce the chances

of bullying. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

11.4 If an allegation of bullying does come up, the respective school will:

- take it seriously;
- investigate as quickly as possible to establish the facts;
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher;
- provide support and reassurance to the victim;
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions;
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used;
- consider whether suspension or exclusion is appropriate in light of the circumstances.
- Where necessary and appropriate, provide support to pupils through external agencies

11.5 BPET believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its schools. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the BPET community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

12 Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. BPET will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

13 Trips and residentials

If a pupil is suspended or excluded during a time when a school trip or residential is due to take place, no refunds for these trips or residentials will be issued to the family of the pupil.

14 Complaints

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

14.1 Approval by the Bellevue Place Education Trust Board

The Headteacher and BPET will review this policy statement annually and update it in consultation with key staff, in line with current best practice as s/he considers necessary.

Appendix A - School Local Adaptation – Braywick Court School

Aims

We aim to create an environment which expects and promotes positive behaviour as the basis for effective learning.

Class Rules

Each class will agree on a set of Class Rules during the first week of each academic year. These may be displayed in the classroom and used to reinforce expectations whenever necessary.

Rewarding good behaviour / work

We recognise and celebrate positive behaviour by, in rank order:

- Verbal praise which is specifically linked to what has been done well
- Celebrating a child's achievements with the rest of the class
- Giving out stickers
- Awarding House Points
- Sharing praise comments with parents
- Sending to another member of staff for praise
- Awarding certificates
- Postcard home
- Wow card from Head Teacher

Houses

Pupils and staff are all members of Houses which the children have chosen the names for :

- Hawks
- Eagles
- Falcons
- Kites

House Points

House Points are the main 'currency' of rewards for individual pupils on a day to day basis.

- Adults are able to award one House Point at a time to a pupil for positive behaviour or good work inside or outside of class.
- House Points are kept as totals for individual pupils and added to the overall House's total once a week.
- House Points are also awarded for winning Inter-House competitions, which are run regularly throughout the school year.

Class based/staff-based rewards

Children will get a variety of rewards. These include:

Class behaviour reward system

Head Teacher's Award (WOW Cards)

Extended Schools rewards, including stickers, certificates and trophies

Celebration Assembly

Celebration Assembly will be held first thing on Friday mornings. This assembly will reinforce our high expectations for hard work and behaviour by giving recognition to all children who have achieved an award of some kind that week.

Dealing with Inappropriate Behaviour

Ensure that parents / carers / SENCO are involved at an early stage when there is growing concern about a child's social, emotional or behavioural needs

The following is a hierarchy of responses to inappropriate behaviour:

Proximity Control

- Staff moving nearer to the child.
- Child being moved nearer to member of staff.

Non-Verbal Signals

- Looking in the direction of the noise.
- Making eye contact with the child whose behaviour is causing concern.
- Shaking head.
- Light touch on shoulder to show awareness
- Facial expressions, frowns etc.

Planned Ignoring

- Praising adjacent children who are making good choices, whilst tactically ignoring those pupils behaving inappropriately.
- Avoiding eye contact, talking to those who are behaving appropriately – proximal praise.
- Restating the rule / reminding all about the choices available and their ownership of their behaviour.

Verbal reprimand

- Encourage the child to take responsibility for their actions and make the right choice.
- Deliver reprimands calmly, firmly and with confidence.
- Avoid getting into arguments.
- Ensure that a reprimand makes it clear that it is the *inappropriate behaviour* that is not acceptable not *the child*.
- Explain clearly that the child has made the wrong choice and what behaviour would have been appropriate.
- Ensure that reprimands are never used to intentionally humiliate a child.
- Keep the reprimand appropriate to the age, character and understanding of the child.
- Avoid the use of emotive language which labels a child as “silly”, “thoughtless”, “not you again...”
- **NEVER** give blanket whole class reprimands.
- Give the child an opportunity to discuss what went wrong and describe the behaviour that would have been appropriate, when convenient.

First Warning

- State what the child is doing e.g. "Lee, you're talking".
- Remind the child of the class rule in question "We have a rule about working hard. I'd like you to keep it. Thank you."
- Use clearly displayed good choice pictures to show child what you want them to do e.g. good sitting.
- Emphasise that the child needs to make the right 'choice'.
- Redirect the child to their learning.

Second and Third Warnings

- Tell the child they have had first warning and now this is their second.
- Warn them that their name will be put on the board if they continue to make poor choices.
- State clearly what you expect the child to be doing and offer support to get started if appropriate.

Following a third warning the pupil should be sent to the Phase Leader, accompanied by an adult if possible. If the phase leader is not available then a member of SLT. A log of unacceptable behaviour should be made on CPOMS in this instance. This will form an individual behaviour record.

Parents must be informed each time a child has an incident recorded on their record. Staff should endeavour to telephone the parent to speak to them about behaviour concerns before sending a letter home.

If a child has three entries on their record in one term, a behaviour letter will be sent home and their parents are required come to meet the teacher to discuss the situation. A record of the meeting must be recorded and added to their record.

Straight onto Behaviour Record

If the behaviour is serious enough to warrant it, a child can be recorded straight on their Behaviour Record.

Examples of serious offences include:

- Physical violence
- Extreme rudeness to a child or adult
- Lying
- Theft

Additional Behaviour Support

Call for assistance of SLT when:

- The pupil is aggressive, violent and is endangering self or others.
- The pupil leaves the classroom without permission and the TA dealing with this needs help in returning the child to class.
- To call for assistance, send a sensible pair of children to the SLT or School Office (whichever is closer) to ensure a member of the SLT attends your classroom promptly.

Reflection time in the class

There may be times where it is appropriate to move a child to a corner/ separate desk within your class to give them an opportunity for some reflection on their behaviour.

Behaviour charts

For a number of children, behaviour charts with sanctions and rewards agreed with parents can be highly effective. These are put in place by a member of SLT following consultation with teachers.

Report card

For more serious concerns, children may be placed on report for an agreed period of time. They will need to show their report card to the Phase Leader and their parents at the end of each day.

Withdrawal from activities

Withdrawing children from a specific aspect of school life is used when behaviour is causing significant disruption to others' learning or there is a break down in trust.

Internal / External Exclusion is used as a last resort or where behaviour has become so difficult that the health and safety of the child and others in the school is in jeopardy.
(See Exclusion Policy)

Support and Sanctions Ladder

See Appendix C

Outside Agencies

If, at any time, the Head Teacher or class teacher is particularly concerned about a child's behaviour or safety, the school will contact the parents concerned immediately. The School will also try to support children to help them improve their behaviour and will involve outside agencies, such as the Behaviour Support Teacher.

Appendix B – Template Behaviour Letters

First behaviour letter

Dear Parent,

Recently, your child, _____, has not been behaving as well in school as they could. As a result of more than one incident occurring, in line with our behaviour policy, it has been necessary to begin a behaviour log for your child.

Examples of logged behaviour include the following:

Date	Behaviour / incident	Follow up/ sanction

It is important that your child understands the need to follow our behaviour policy, and I would appreciate it if you could discuss their behaviour with them.

If there are further incidents of inappropriate behaviour within the next 3 months, you will be contacted again and we will need to meet to discuss what happens next. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

This letter will be held on their school record and may be shared with other settings during transition if it is felt to be appropriate at the time.

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 name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear Parent,

You have recently received a first behaviour letter for _____, I am sorry to say that there have been further incidents of unacceptable behaviour, as detailed below:

Date	Behaviour / incident	Follow up/ sanction

This has now been passed to me as Phase Leader to deal with and I would like to arrange a meeting to discuss a way forward.

state meeting arrangements

This letter will be held on your child's record as a log of the behaviour and may be shared with other settings during transition if it is felt to be appropriate at the time.

Yours sincerely,

Phase Leader name: _____

Phase Leader signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting with the Phase Leader and putting a range of strategies in place, _____, the following incidents have occurred which mean she/he is still not following our behaviour policy. They continue to demonstrate unacceptable and unsafe behaviour in school.

Date	Behaviour / incident	Follow up/ sanction

_____ would now benefit from a more structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the Head Teacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

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

Yours sincerely,

Phase Leader name: _____

Phase Leader signature: _____

Date: _____

Appendix C – Support and Sanctions Ladder and Record Sheet – Bullying

Name of child:

A separate record will be kept for each child.

It may be necessary to move more quickly up the ladder depending on the severity of the incident. For example, physical violence leading to serious injury would lead to escalated support and sanctions.

If there are no incidents for 3 months, the ladder will be reset.

Incident Number	Date	Behaviour / incident	Additional Staff Action at each stage	Additional Support at each stage	Sanction Tariff
1			Class teacher made aware Class teacher speaks to children involved to find out what happened	Relevant support given to the children involved to ensure this is a one-off incident	Conversation with class teacher only at this stage
2			Class teacher does further investigation into why another issue has happened. Start to look for patterns and trends.	Specific support for the children so that the behaviour is not repeated. Reiterate the importance of telling an adult every time there is an issue so they can help to sort it out.	Firm explanation from teacher of possible further consequences of this type of behaviour. Label it clearly as bullying.
3			Begin recording on Support and Sanctions Ladder and share with the children involved Make parents aware		Explain the Support and Sanctions Ladder and consequences of any further bullying behaviour

Incident Number	Date	Behaviour / incident	Additional Staff Action at each stage	Additional Support at each stage	Sanction Tariff
4			<p>Investigation by class teacher - written</p> <p>Statements taken from children</p> <p>Inform Phase Leader</p> <p>Make sure all relevant staff (including staff on duty at break and lunchtime) are aware and watching carefully for any issues and taking immediate action</p> <p>Conversation with parents to make them aware</p>	<p>Supportive discussion with all children involved using restorative justice approach</p>	<p>Show the children the ladder, explain what is happening and why</p>
5			<p>Inform parents every time from now on</p>	<p>Further PSHE sessions with whole class on bullying based on specific needs</p> <p>Support for children to understand what went wrong and why and how we can prevent this from happening again</p>	<p>Child in isolation for [at least one] break/lunch</p> <p>Letter of apology written to victims</p>

Incident Number	Date	Behaviour / incident	Additional Staff Action at each stage	Additional Support at each stage	Sanction Tariff
6			Behaviour letter 1 sent to parents by Class Teacher Meeting with family and Class Teacher. Explain Support and Sanctions Ladder.	Write a behaviour agreement with the children involved which they must all sign and subscribe to.	Child in isolation for [at least one] break/lunch Internal exclusion for 1 day
7				Further PSHE sessions with whole class on bullying based on specific needs Safe space at school established for all children involved, to allow them to remove themselves from a situation where they are being hurt/upset/becoming angry. Staff member will be present to take immediate action to help them resolve the issue	Internal exclusion for an increasing number of days Isolation at break/lunch
8					

Incident Number	Date	Behaviour / incident	Additional Staff Action at each stage	Additional Support at each stage	Sanction Tariff
9			<p>Behaviour letter 2 sent to parents by Phase Leader.</p> <p>Meeting with family, Phase Leader and Class Teacher.</p> <p>Lunchtime exclusion authorised by Head Teacher</p>	Behaviour Support Plan put in place	<p>1-5 half day exclusions - added to permanent record</p> <p>If incidents occur mainly at lunchtimes, this could be lunchtime exclusions (each lunchtime is officially recorded as a half day exclusion on the child's permanent record)</p> <p>Child is put on report - reporting to Phase Leader daily and shared with parents at the end of each week</p>
10				Social skills group	
11					

Incident Number	Date	Behaviour / incident	Additional Staff Action at each stage	Additional Support at each stage	Sanction Tariff
12			Behaviour letter 3 sent to parents by Phase Leader. Meeting with family, Head Teacher and other relevant staff.	Behaviour Support Plan reviewed. Support from external agencies e.g. Behaviour Support, Educational Psychologist	Further exclusion for an increasing amount of time Child is put on report - reporting to Head Teacher daily and shared with parents at the end of each week
13			Each incident will be dealt with by the HT immediately.		
14					
15					Further exclusion

Definition of Bullying

Bullying is defined as deliberately hurtful behaviour, by an individual or a group, which intentionally hurts another individual or group, either physically or emotionally and possibly causing psychological damage. It is usually repeated, where it is often difficult for those being bullied to defend themselves.

It can happen anywhere, both in and out of school.

Bullying can have a negative life-long impact. It can make it difficult for children to learn and can have a lasting detrimental effect on their lives. Young people who have been bullied can become anxious and withdrawn, depressed or aggressive. Some turn to substance misuse as a way of dealing with it emotionally and, at worst, bullying has been a factor in suicide. (Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour).

Bullying can take various different forms, including:

- Racial/Religious/Cultural – where someone is made to feel inferior because of their background, culture or religion.
- Sexual/sexist - bullying based on something specifically linked to gender.
- Homophobic - bullying based on sexual orientation
- Special Needs or Disability - any exploitation of a particular aspect of a child's disability and/or special educational needs
- Because a child is adopted or a carer
- Cyber-bullying via technology. For example, internet/mobile phones, email, social networks, text messages, photographs.

These forms of bullying reflect the 'protected characteristics' as defined in the 2010 Equality Act. These are: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex and Sexual orientation. The school works with its pupils to develop a sense of respect and tolerance towards those with a protected characteristic and thus guard against bullying in relation to such characteristics.

Bullying can include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate touching, producing offensive graffiti, spreading hurtful and untruthful rumours or regularly excluding someone from groups or games. It is also bullying when a young person is pressured to act against their will by others or is harassed by unwanted conduct, which violates a person's dignity or creates an intimidating, hostile, degrading or humiliating environment.

See Anti Bullying Policy for further details