



# Behaviour Policy

Name of policy	Behaviour
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## **VALUES AND PRINCIPLES**

‘At GUST, our purpose is to meet the individual needs of each pupil through a quality, stimulating curriculum in a caring, secure environment where we all work together, and everyone is valued.’

## **AIMS**

- To provide for staff, parents/carers, pupils and trustees a clear understanding of the school’s approach to behaviour management
- To provide staff and pupils with a framework of behaviour management in which they can function in a secure and happy manner
- To provide a safe and secure environment for staff and pupils based on high standards of care and control
- To ensure consistency of approach by all staff towards managing the behaviour of pupils
- To encourage children and staff to be sensitive to the needs and feelings of others and show respect for diversity
- To reinforce, recognise and reward appropriate behaviour
- To encourage pupils to develop an awareness of:
  - The effects of their behaviour on themselves and others  
The responsibility they must make decisions in relation to their behaviour and the subsequent consequences of these decisions
  - Their role as a member of a community within which respect for others is at the core
- To fulfil all legal requirements

## **RATIONALE**

Children must develop social skills and relationships with others beyond their family or caregivers. This is why all staff members have a responsibility to consistently always promote appropriate behaviour. We believe that motivated, secure, and confident students who are encouraged with praise and rewards will learn to exhibit acceptable behaviour and have a positive attitude towards learning. We also believe that staff, students, parents and caregivers can work together to establish and maintain positive behaviour and demonstrate self-discipline.

At GUST Independent School, we believe that early intervention and support for students and families is crucial. All staff members should model positive behaviours so that students are more likely to understand and follow the school’s code of behaviour, which should be consistently and applied. Effective behaviour management requires all staff members to follow agreed policies.

**The powers within this policy are at the discretion of the Headteacher.**

Our behaviour policy includes:

- A consistent approach to behaviour management, teaching and learning
- School leadership
- Classroom management, learning and teaching
- Rewards and sanctions
- Behaviour strategies and the teaching of good behaviour
- Staff development and support
- Pupil support systems
- Liaison with parents/carers and other agencies
- Managing pupil transition
- Organisation and facilities

The policy includes guidance on the school's statutory powers in managing behaviour:

#### Pupils' conduct outside the school gates

The school will implement sanctions where pupil behaviour outside the school gates affects the school's reputation or behaviour within the school.

#### Confiscation of inappropriate items

The school has the power to search and confiscate banned items and will confiscate them in line with the procedures set out in this policy.

#### Power to use reasonable force

Reasonable force will be used where pupils are at risk of injuring themselves, others, school property or infringing the right of other pupils to learn.

Each of these areas is explained in more detail in the following guidelines and appendices.

#### Searching, screening and confiscation

As discussed with parents/carers during the admission meeting, once a child is placed at GUST Independent School, the guidance provided in the Education and Inspection Act 2006 and the 'Searching, screening and confiscation' advice for heads, school staff and governing bodies, January 2018, states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>)

This means that before pupils are permitted into the school, staff will use a handheld metal detector and, when required as a deterrent, a bodycam will be used (in line with the CCTV policy). Staff will ask pupils to hand over any items not permitted in school. Items are stored in a named see-through bag for each pupil and returned to the pupil at the end of each school day. Items may be confiscated or seized if the items in possession of the pupil are illegal. All confiscated items will be held in the office until the end of the day. The priority is to ensure that students and adults are in a safe and secure environment when they are in school. Any

items that may jeopardise the safety of others or themselves will be taken from the student without notice.

A staff member can search a student with the student's permission to look for any item that is illegal or banned from the school. Only the Headteacher or a staff member who has been authorised by the Headteacher has the power to search a student without the student's consent if they suspect they are in possession of illegal items.

You must be the same sex as the pupil being searched; there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.

There is a limited exception to this rule. Staff can carry out a search of a pupil of the opposite sex to them and/or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if staff do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

Section 93 of the Education Act 2011 states that staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. This data or these files may be erased before returning the item to the owner if they believe there is good reason to do this.

## **1 A CONSISTENT APPROACH: BEHAVIOUR MANAGEMENT, TEACHING AND LEARNING**

We aim to identify the needs of pupils prior to admission. However, in the first few weeks the pupil attends GUST, we work through the stages of induction, as follows:

- During the induction process, we will talk to the pupil to gain their views, identify their likes and dislikes and assess their needs.
- We will talk to parents to obtain any relevant information, including early development and behaviour.
- Baseline assessments will be collected for literacy, numeracy and other assessments where appropriate.
- For most pupils in our school, the key to making academic progress will depend very much on overcoming barriers to learning that are associated with communication, social and emotional development and behaviour.
- We believe consistent experience of good teaching and learning engages pupils, thus helping to reduce instances of negative behaviour. The consistent application of positive behaviour management strategies enables pupils to understand the school's expectations and allows staff to be mutually supportive.

As a school, we will:

- Assess staff needs and build into staff induction and Continuing Professional Development (CPD) programmes specific opportunities to discuss and learn about behaviour

- Ensure staff follow through on issues with pupils, indicating what must be done to improve behaviour
- Identify specific needs of pupils to support those who have learning, social, emotional and behavioural difficulties or are experiencing difficulties out of school and agree on common ways of managing and meeting their needs
- Identify the most effective support for pupils and families through a personalised learning approach and early intervention
- Offer additional intervention as a therapeutic approach to emotional issues for pupils in crisis
- Ensure that senior managers regularly walk the building, go into classrooms and assess how well staff are consistently applying the school's policies on behaviour improvement
- Ensure that staff discuss with parents the school's concerns and agree on a common way of working to help pupils make improvements to their behaviour
- Establish the best way of communicating with parents and provide regular feedback on progress being made

It is vital this occurs as a consistent application for the policy is to be valued.

## **2 SCHOOL LEADERSHIP**

Effective leadership in school is central when creating a climate of security and good order that supports pupils in managing their behaviour. The leadership team and trustees have a critical role in identifying and developing values and expectations that are shared with, and accepted by, pupils, parents/carers, and staff on a yearly basis. For the behaviour policy to be effective, it needs to be understood and applied consistently by all staff. The leadership team has a responsibility to 'lead from the front'; however, leadership to support positive behaviour must be shared across the whole staff, including classroom teachers and support staff.

Parents/carers have a responsibility to support the high expectations of the school. The trustees also play a pivotal role in monitoring and supporting the policies adopted.

## **3 CLASSROOM MANAGEMENT, LEARNING AND TEACHING**

Schools must ensure an appropriate curriculum is offered that is accessible to pupils of all abilities and aptitudes.

As a school, we will:

- Ensure all staff follow the behaviour code and apply agreed procedures
- Plan lessons well, using strategies appropriate to the ability of the pupils
- Offer pupils the opportunity to take responsibility for aspects of their learning, working together in pairs, groups and as a whole class

- Use Assessment for Learning techniques, such as teacher feedback, peer and self-assessment, to increase pupils' involvement in their learning and promote good behaviour
- Collect data on pupils' behaviour and learning and use it, for example, to plan future groupings and to target support in areas where pupils have the greatest difficulty
- Recognise that pupils are knowledgeable about their school experience and have views about what helps them learn and how others' poor behaviour stops them from learning

#### **4 REWARDS AND SANCTIONS**

Our aim is to provide a range of opportunities in which pupils can excel and be rewarded or supported by a practical set of sanctions that deal appropriately with negative behaviour. Praise and positive statements about the pupil, their ideas and actions are used to motivate and encourage whilst, at the same time, pupils are regularly made aware of sanctions that may be applied for negative behaviour.

Sanctions will be applied where pupils' conduct falls below what could reasonably be expected of them. Sanctions can only be applied by a paid member of staff while on the school premises or in the care of a member of staff (e.g. on a school trip) and must be reasonable and in accordance with special educational needs (SEN), race and other equalities and human rights.

At GUST Independent School, we strongly believe that children who feel secure, valued and for whom we care will have greater opportunities to work to their full potential. We value all children as individuals and aim to help them grow in confidence and independence, developing respect, understanding and a caring attitude towards themselves and other people. We provide a rewards and sanctions system that is clearly understood and valued by pupils and consistently applied by all school staff. Behaviour is managed as a staged process.

Rewards and sanctions should be implemented to reinforce positive behaviour.

##### **Rewards**

- Acknowledgement, verbal praise and recognition
- Verbal or written feedback on work or activity
- Choice of practical activity when work is completed
- Reward points following each lesson for appropriate behaviour, effort and achievement
- Extra points can be given for any positive behaviour
- Good work and effort shared with other staff
- Learner of the week, Handwriting of the week, Top construction pupil, Top Functional Skills, etc.
- End-of-week student meeting for public recognition of good work, effort and achievement – pupils are encouraged to discuss any issues/challenges

- Extra responsibilities in school and in the classroom
- Contact home by telephone call
- Out of school activities
- End-of-term visits
- End-of-year awards ceremony conducted by the Headteacher.

## Sanctions

- Quiet room used appropriately to diffuse situations
- Abusive swearing will not be tolerated. A warning will be given, and then reward points lost or a minute will be lost from Golden Time (primary).
- Inappropriate behaviour (primary) – 3 warnings; no change will result in 1 minute off their time (e.g., choice time, playtime). Time is lost progressively, with a record kept in the class book. If time is lost frequently, then other strategies may be put in place, as follows: (for secondary, see Behaviour Points deduction chart, APPENDIX a)
  - Pupil out of class as work avoidance should be limited and work completed in catch-up afternoons and Fridays.
  - Time taken from Golden Time (primary), reward points lost, or internal exclusion for physical aggression directed toward others. Discussions will take place between staff and pupil or, in more serious incidents, parents/carers.
  - Pupils may work with or have discussions with other staff.
  - Pupils may be removed from activities. Sanctions and actions or outcomes should reflect natural consequences.
  - Loss of points for destructive/aggressive behaviour
  - No points awarded if classwork is not completed
  - Contact home by letter or telephone call
  - No street visits to shops

Rewards and sanctions at our school are tailored to individual behaviour and will progress accordingly. We believe in encouraging and supporting our pupils to make small but meaningful changes to their behaviour, and we are committed to adapting our approach to ensure their success. We understand that building positive relationships with our pupils is the first step towards this.

As a school, we are dedicated to:

- Providing a wide range of appropriate rewards and sanctions and ensuring they are applied fairly and consistently by all staff
- Establishing clear systems to determine which matters should be handled by classroom staff and which require referral to a more senior member of staff

## 5 BEHAVIOUR STRATEGIES AND THE TEACHING OF GOOD BEHAVIOUR

Understanding how to behave must be taught. Our school adopts procedures and practices that help pupils learn how to behave appropriately. Appropriate behaviour must be modelled by adults in their interactions with pupils. We are aware that there are many policies and



practices to develop appropriate behaviour in the early years of education that are applicable to older pupils. It is important that we recognise stages of development and build on the skills pupils have developed. We recognise that children learn respect by receiving it. How staff speak to pupils and praise them helps motivate them to do well. By not taking account of pupils' prior learning, we can inadvertently de-skill and de-motivate our pupils.

As a school, we will:

- Ensure all staff understand, and use consistently, the behaviour management strategies agreed upon by the governing body
- Use pupil tracking systems to identify positive and negative behaviour. An effective policy and practice are based on accurate information.
- Ensure all staff and pupils joining the school are given clear guidance and use the school's systems and its expectations for behaviour
- Use materials to develop pupils' emotional, social and behavioural skills. This involves:
  - Agreeing with staff on how they will teach pupils to manage strong feelings, resolve conflict, work and play cooperatively and be respectful and considerate
  - Identifying additional individual and small group support and intervention for pupils for whom it would be of benefit

## **6 STAFF DEVELOPMENT AND SUPPORT**

As a school, we know that all staff should be equipped with the skills necessary to understand and manage pupil behaviour effectively. Training and coaching are both vital elements of a high-quality professional development programme.

As a school, we will:

- Provide regular opportunities for all staff to share and develop their skills in promoting positive behaviour
- Ensure that all staff joining the school receive induction training. This need applies equally to newly qualified teachers (NQTs), senior managers and experienced teachers from other schools whose needs are often neglected, and support staff.
- Create opportunities for staff to learn from the expertise of others in dealing with pupils whose behaviour is challenging

## **7 PUPIL SUPPORT SYSTEMS**

We believe it is important for schools to have effective support and early intervention systems.

As a school, we will:

- Recognise that a good pastoral system involves teachers and support staff
- Ensure that all staff:
  - Have appropriate time to carry out their tasks
  - Are appropriately trained
  - Have adequate administrative support
  - Have access to specialist support – e.g. education welfare officers, child and adolescent mental health services, locality inclusion support teams
  - Recognise that pupil support is not just about behaviour. We believe good pastoral support is concerned with academic attainment and developing pupils' ability to become good citizens.

We recognise that children should feel safe, be healthy, and enjoy and achieve in school. This cannot take place in a climate that allows bullying, harassment, and oppressive behaviour to flourish.

As a result, as a school, we will:

- Regularly make clear to pupils, parents/carers and staff, that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated
- Ensure that bullying, harassment and oppressive behaviour are responded to appropriately and dealt with immediately
- Have appointed a range of support staff to work with parents and carers, allowing for early intervention and support when problems arise
- Ensure children with SEN and vulnerable groups are taught assertiveness and have regular reminders of the procedures to report any concerns about their safety and wellbeing. This particularly applies to e-safety and cyberbullying.

## **8 LIAISING WITH PARENTS AND OTHER AGENCIES**

We firmly believe we must work in partnership with parents and carers on all aspects of a pupil's education, including their behaviour. We accept that good liaison takes time, is demanding and requires resources. We are highly active in establishing these links and forging positive relationships with parents and carers. We ensure we evaluate our contact with parents and carers to build upon good practices identified and amended as appropriate.

As a school, we will:

- Ensure that staff and teachers are trained so that they are welcoming and have the skills to deal with difficult parental conversations
- Have clear and well-understood procedures in place for dealing with and responding to distressed and angry parents
- Ensure staff receive professional external training, from local authorities or other agencies, in managing and dealing with people's anger
- Ensure parents and carers hear from the school when their children are doing well so that the first contact is positive. There is a greater willingness to work

with the school when the parent believes the school has the pupil's best interest at heart.

- Allocate sufficient resources to allow the school to communicate effectively with parents

In addition:

- We are aware parents too must behave appropriately towards school staff. Although abusive and intimidating behaviour can come about through frustration, we will take legal advice as appropriate as such behaviour is not acceptable and cannot be tolerated.
- We recognise the importance of a multi-agency approach for pupils and families. We will attend meetings held by other agencies.
- Any concerns about pupil safety must be reported to the person responsible for safeguarding. Staff, pupils, and volunteers may be asked to record concerns regarding observations and behaviours.

## **9 MANAGING PUPIL TRANSITION**

We are aware pupils find moves between schools and key stages unsettling and provide appropriate support and guidance whether they start at the beginning of a school year or depart or arrive part way through.

As a school, we will:

- Ensure that teachers receiving a new pupil or new class are given appropriate information to help the teacher plan work and manage the class (if provided)
- Ensure the class teacher receives assessment/information (if provided) and can build on the social, emotional, and behavioural skills already developed by previous teachers or schools. We recognise that change causes anxiety and, if not carefully managed, can adversely affect pupils' motivation, attitude, attainment and behaviour.
- Work closely with pupils, parents/carers and other schools at the transition to reduce this stress
- Manage issues related to transition through a clear induction process, often beginning even before the pupil attends our school and continuing throughout the first weeks in school
- Ensure pupils support each other
- Ensure we work with other schools through transition periods, meet with staff who will be supporting the pupil through the transition to or from our school, and share information that will help support the pupil
- Ensure pupils are given support throughout the transition process; for example:
  - Visits to receiving class or school
  - Resources (timetable)
  - Individual support to manage change

## **10 ORGANISATION AND FACILITIES**

We are aware that the school ethos is communicated in actions as well as words. Pupils' attitudes can be positively or negatively influenced by the ambience of the school's physical elements as well as personal interactions with staff.

As a school, we will:

- Recognise that positive behaviour and learning are improved when pupils and staff enjoy an attractive, clean environment and therefore ensure we keep repairs and maintenance up to date
- Ensure that when graffiti/mess occurs it is cleaned up immediately
- Ensure the toilets are clean throughout the day and have soap/paper towels
- Ensure that social areas in the school are identified and seating is provided to encourage pupils to interact
- Ensure that pupils are supported in play activities at lunch and break times
- Create a welcoming and comfortable area where parents can be received

## **11 PUPIL BEHAVIOUR OUTSIDE OF SCHOOL PREMISES**

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. They may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- In some other way identifiable as a pupil at the school

This relates to misbehaviour at any time, whether the conditions above apply, that:

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

Discipline will always be carried out in accordance with the staged sanctions laid out in this policy unless there is an increased risk to pupils or staff, and swifter action may be taken.

While on off-site visits, the lead member of staff will brief the team on expectations of behaviour and procedures for managing hazards and risks caused by inappropriate behaviour.

On occasions, the school may deem another agency more appropriate to deal with the incident or issue; e.g. police.

## 12 CONFISCATION OF INAPPROPRIATE ITEMS

If staff suspect a pupil is in possession of a prohibited item as set out in the table below, the following actions will be carried out:

	<b>Procedure after confiscation</b>
Electronic equipment that has not been agreed to be on the person must be stored in the school office	Held until the end of the day and then returned to the pupil
<b>Prohibited items</b>	
Knives and other weapons	Disposed of by the school unless it is believed to be illegal – police involvement
Alcohol	Poured down a sink or returned to parents
Controlled drugs	Handed over to police
Drug paraphernalia	Handed over to police
Other substances not believed to be controlled drugs	Handed over to police
Stolen items	Handed to police if of high value Returned to the owner where of small value
An article that a member of staff reasonably suspects has been or is likely to be used to commit an offence or cause personal injury to, or damage to the property of, any person in school	Returned to parents Handed to police if an offence committed

Should the school have concerns in line with the table below about any data or files on a confiscated device, they may examine it and erase said data or files. Again, this should be carried out with the pupil present and in the presence of another member of staff:

<b>Data or files that could be searched for</b>	<b>Procedure if found</b>
Indecent pictures that may cause harm or offence to others in the school community	Files deleted and device returned to pupil at the end of school day – police if necessary. Contact parents/carers.

Information relating to illegal activity in school	Device handed to police
Photographs of staff members or other pupils	Files deleted and device returned at end of school day. Contact parents/carers.

### **13 THE USE OF REASONABLE FORCE**

Schools have a legal duty of care for all their pupils. Where a pupil is creating a situation where they are threatening the wellbeing of other pupils, reasonable force may need to be used to control or restrict movement. It will only be used as a final option. Staff will always try to intervene verbally, using de-escalation techniques, before using reasonable force.

Where staff fear for their own safety and the pupil is not responding to a verbal request, help should be sought before intervening.

Reasonable force can be used to prevent pupils:

- From hurting themselves or others
- From causing damage to property
- From causing disorder within the class or school grounds

In our school, we will use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil from behaving in a way that disrupts a school event, a school trip or visit
- Prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil
- Stop a fight
- Use physical intervention with a pupil at risk of harming themselves through physical outbursts and lack of self-control

Staff are trained to use a range of de-escalation strategies and proactive interventions to minimise the use of restrictive physical intervention. Staff will use a supportive attitude and approach – an empathic, non-judgemental approach attempting to alleviate anxiety. Containment is particularly important. Dangerous or socially unacceptable behaviour needs to be stopped. The situation must be made safe for the child, for other children and for the adults involved:

- Where pupils have a consistent lack of self-control, acting out and demonstrating risky behaviour, a risk assessment and behaviour plan will be shared with those involved with the pupil.
- Where physical intervention has been used, parents will be informed and the incident recorded on the CPOMS system.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated in line with the school's complaints policy. The onus is on the person making the complaint to prove that their allegations are true and not the member of staff to show they acted reasonably. Suspension is not an automatic response to a complaint being made.

## 14 PROCEDURE

### Staff guidelines

Timely and clear communication between staff and families supports the management of good behaviour and promotes good discipline.

Routine attendance at briefings and meetings allows the staff team to make expert use of the information management system to record and analyse behaviour (CPOMS and ARBOR). Informal conversations during provision are also critical. Without the timely sharing of information (detailing personal events outside of school, for example), staff members are forced to react to behaviour that might otherwise be prevented or prepared for.

We believe that it is not always possible to respond to behaviour in the same way for every child, but it is useful to have a guiding framework of responses to positive and negative behaviour. This ensures that all students can be certain that every behaviour, positive or negative, will be met with an appropriate and consistent response.

### **Positive behaviour**

Positive behaviour is promoted, praised, and rewarded. Responses to positive behaviour are logged on CPOMS.

Students who have persistent good behaviour are rewarded with enhanced awards. We use a reward system to promote good behaviour at school.

### **Negative behaviour**

Where a student does not comply with the code of behaviour or disrupts a lesson, the teacher will begin to use CPOMS and log any negative behaviour.

When a teacher feels unable to resolve an incident, they should refer to their line manager. Teachers may need pupils to provide a written statement, which can be referred to if required.

### **Classifying negative behaviour**

#### Low-level disruption

1. This will be recorded on CPOMS.
2. This will involve a 1-to-1 dialogue between student and teacher. It will aim to 'nip in the bud' disruptive behaviour.
3. A sanction may be applied.
4. Continuous/multiple instances of low-level disruption will be upgraded to high-level disruption.



### High-level disruption

1. This will be recorded on CPOMS and a report completed (ensure that all those present during an incident are alerted).
2. A formal behaviour meeting will be arranged and logged on CPOMS, including referrer and parents/carers.
3. A sanction should be applied, which could include suspension or a recommendation for permanent exclusion.

### **Sanctions**

Sanctions will take into account the needs of SEND and any other extenuating circumstances/evidence that may be relevant; e.g. recent bereavement.

It is vital that sanctions are applied consistently and fairly.

When a sanction is put in place, it will be discussed at the nightly staff meeting to ensure that all staff agree with the sanction.

### Low-level sanctions

Several sanctions could be applied in response to low-level disruption. These should be applied by the teacher and should demonstrate a fair and consistent response:

- Removal of reward points
- Contacting parents/carers
- Upgrade from low-level to high-level disruption

### High-level sanctions

Again, these are to be applied by the teacher and should remain consistent throughout:

- Letter to parents/carers
- Recommendation to suspend (short term)
- When it is necessary for a suspension to be imposed, this will be authorised and implemented by the Headteacher.
- A suspension must not be issued more than 1 week after the incident took place.
- Work should be set during the period of suspension.

### Permanent exclusion

- If all attempts to rectify poor behaviour are exhausted with still no positive outcome, then our final consequence is removal from our provision on a permanent basis.
- To request a permanent exclusion, either multiple high-level disruptions will have occurred, or the student will have been involved in a serious incident that has endangered staff or other students.

- The Headteacher will have placed the student on suspension and provided a written report with rationale and evidence for permanent exclusion to the SLT. This will be provided within 3 working days of the suspension being imposed.
- Both the referrer and parents/carers will be informed of this process.
- The SLT will convene a meeting to review the report, rationale, and evidence. The Headteacher, as chair of the SLT, will make the final decision and communicate this to the Deputy Headteacher and Assistant Deputy Headteacher. A letter detailing the outcome will be provided to the referrer and parents/carers. The letter will include the opportunity to appeal within 5 days of the date of the letter.

#### Appealing a permanent exclusion

- An appeal should be made in writing, addressed to Jonathan Blower, Headteacher, within 5 working days of receiving the outcome letter, indicating the reasons for the appeal.
- The appeal will be heard by a panel of 3 board members who were not involved in the case.
- An appeal hearing and decision will be reached within 7 working days of receipt of the appeal.
- The decision made by the board panel will be final.

#### Behaviour meetings

Behaviour meetings will be arranged for all instances classified as Minor – PEX.

When conducting a behaviour meeting, avoid personal or emotional responses and sarcasm; stick to the facts.

Behaviour meetings should be chaired by an appropriate member of staff and a plan completed that is agreed upon by all parties.

#### Registration codes

When a pupil is sent home or off site for negative/unacceptable behaviour, this will be recorded as a fixed-term exclusion (code 'E'), and a letter will be sent home to confirm this. The school will then arrange a meeting, either virtual or in-person, to discuss strategies for each pupil on an individual basis.

#### Low-level disruption

Low-level disruption refers to disruptive behaviours that are less severe than high-level disruptions but still negatively impact the learning environment and the ability of students to engage in learning activities. Examples of low-level disruptions include talking out of turn, not following instructions, and distracting others. These behaviours may seem minor but can accumulate and lead to a loss of focus, a decrease in academic performance, and a disruption of the learning process for both the student and others in the classroom. Our behaviour policy aims to address low-level disruptions in a proactive and consistent manner to promote a positive learning environment.

### High-level disruption

High-level disruption refers to behaviour that is significantly disruptive to the learning and safety of other students and staff and is often persistent or escalating in nature. This may include physical violence, verbal abuse, or repeated defiance of school rules and policies. Such behaviour requires immediate and appropriate action from school staff to maintain a safe and respectful learning environment for all.

<b>Incident</b>	<b>Points Deducted</b>
<ul style="list-style-type: none"> <li>● <b>Absconding</b></li> </ul>	<p><b>All points</b></p> <p><b>3 episodes of absconding = 1 day suspension</b></p>
<ul style="list-style-type: none"> <li>● <b>Vaping/smoking in school</b></li> </ul>	<p><b>All points for the term</b></p>
<ul style="list-style-type: none"> <li>● <b>Swearing at staff</b></li> </ul>	<p><b>5 points</b></p>
<ul style="list-style-type: none"> <li>● <b>Repeated swearing at staff</b></li> </ul>	<p><b>10 points</b></p>
<ul style="list-style-type: none"> <li>● <b>Poor engagement in class/refusing to attend core lesson</b></li> </ul>	<p><b>Loss of points earned for the day</b></p>
<ul style="list-style-type: none"> <li>● <b>Damage to school property</b></li> </ul>	<p><b>Cost of replacement</b></p>
<ul style="list-style-type: none"> <li>● <b>Physically aggressive to staff</b></li> </ul>	<p><b>All points</b></p>

<ul style="list-style-type: none"> <li>● <b>Not attending PE or off-site activities</b></li> </ul>	<b>Points earned for the day</b>
<ul style="list-style-type: none"> <li>● <b>Fighting with peers</b></li> </ul>	<b>20 points</b>
<ul style="list-style-type: none"> <li>● <b>Verbal bullying</b></li> </ul>	<b>10 points</b>

- **Staff can decide to freeze points, and learners regain these through acts of restorative justice.**

## APPENDIX b: Responses to Positive Behaviour

### ■ Meeting behaviour expectations

- Verbal praise
- Extra-curricular activity
- Parents informed about consistent good behaviour

### ■ Helping other children or staff

- Responding appropriately to requests to change behaviour
- Meeting a school value(s)

- Verbal praise
- Extra-curricular activity
- Parents informed about consistent good behaviour
- Invite on annual trip
- Learner of the week

### ■ Excellent work

- Meeting personal targets
- Working as an ambassador for the provision

- Verbal praise
- Extra-curricular activity
- Parents informed about consistent good behaviour
- Learner of the Year Award nomination potential
- Display of work around setting and online

### **Behaviour-Related Suspension Days**

<b>Reason</b>	<b>Days</b>
Use of racist language	1-5
Sexualised language towards a staff member	5
Verbally abusive or aggressive behaviour towards staff/peers	1-5
Damage to school property	1
Bringing prohibited items into school	1-5
Vaping on school premises	1
Bullying	1-5
3 episodes of absconding	1

- **SLT will decide how many days the suspension will be depending on the severity of the incident.**

## APPENDIX c: Responses to Negative Behaviour

<ul style="list-style-type: none"><li>■ Failing to meet behavioural expectations</li></ul>	<ul style="list-style-type: none"><li>■ Deduction of reward points</li><li>■ Actions agreed</li></ul>
<ul style="list-style-type: none"><li>■ Persistent failure to meet behavioural expectations</li><li>■ Unauthorised absence from provision</li></ul>	<ul style="list-style-type: none"><li>■ Minor incident</li><li>■ Teacher behaviour meeting</li><li>■ Deduction of reward points</li><li>■ Actions agreed</li></ul>
<ul style="list-style-type: none"><li>■ Persistent lateness</li><li>■ Vandalism</li><li>■ Vaping/smoking</li><li>■ Substance misuse</li></ul>	<ul style="list-style-type: none"><li>■ Major incident</li><li>■ Letter home</li><li>■ Possible suspension</li><li>■ Teacher behaviour meeting</li><li>■ Deduction of reward points</li><li>■ Actions agreed</li></ul>
<ul style="list-style-type: none"><li>■ Physical or verbal abuse</li><li>■ Bullying, racism, discriminatory language</li><li>■ Sexualised language</li><li>■ Sexual harassment</li><li>■ Theft</li><li>■ Possession/use of an offensive weapon</li><li>■ Selling or using illegal substances</li><li>■ Possession of drug paraphernalia</li><li>■ Extreme vandalism</li><li>■ Persistent absconding</li><li>■ Aggressive behaviour towards staff/peers</li></ul>	<ul style="list-style-type: none"><li>■ Possible permanent exclusion</li><li>■ Suspension</li><li>■ Deduction of reward points</li><li>■ If not, PEX actions agreed</li></ul>