Behaviour Policy

Caring, Sharing, Preparing for Life

Date Written	Sep 2012
Reviewed On	Annually
Last Review	Nov 2022
Next Review Date	Nov 2023
This policy has been reviewed and adopted by LGB Date: Nov 2022	

Contents

---

1. Aims

> It is a primary aim of our school that every member of the school 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. This is core in our motto 'Caring, Sharing, Preparing for Life' and in our values of Respect, Kindness and Nurture. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure. Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

> The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. 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 school community in aiming to allow everyone to work together in an effective and considerate way.

> Nurture is one of our school values and this is created through positive relationships rooted in kindness and respect. The school expects every member of its community to demonstrate this.

> This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

> This policy outlines the school's expectations for behaviour and the consequences should these not be met.

> This policy provides a consistent approach to behaviour management that is applied equally to all pupils.

> This policy defines what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Legislation, statutory requirements and statutory guidance

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

> Behaviour and discipline in schools: advice for headteachers and school staff, 2016

- > [Behaviour in schools: advice for headteachers and school staff 2022](#)
- > [Searching, screening and confiscation at school 2018](#)
- > [Searching, screening and confiscation: advice for schools 2022](#)
- > [The Equality Act 2010](#)
- > [Keeping Children Safe in Education](#)
- > [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- > [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- > [Use of reasonable force in schools](#)
- > [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability (SEND) Code of Practice](#).

In addition, this policy is based on:

- > Schedule 1 of the [Education (Independent School Standards) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- > [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- > Disruption in lessons which affects the quality of learning for themselves or others.
- > Disrespectful or unkind behaviour at any point in the school day.
- > Behaviour unacceptable for that environment, e.g. running inside, shouting in the lunch hall.
- > Non-completion of classwork or homework.
- > A lack of effort and pride in classwork.
- > Inappropriate behaviour that leads to injury, (this can be serious misbehaviour depending on the severity.)

Serious misbehaviour is defined as:

- > Repeated breaches of the school rules
- > Any form of bullying
- > Any form of physical assault
- > Sexual violence, or sexual assault (intentional sexual touching without consent)
- > Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- > Vandalism

> Theft

> Fighting

> Smoking

> Racist, sexist, homophobic or discriminatory behaviour

> Possession of any prohibited items. These are defined as any items not necessary for the school day and without prior authorisation from a member of staff. Serious breaches include:

- Mobile phones

- Any item inappropriate for age and safety or illegal, such as, but not limited to: weapons, alcohol, illegal drugs, stolen property, tobacco.

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

All forms of bulling are unacceptable in our school.

The definition of bullying in our school is: "deliberate or conscious desire to hurt, threaten or frighten an individual or group".

> The term bullying refers to a range of harmful behaviour, both physical and psychological. Bullying behaviour usually has the following features:

> It is repetitive and persistent – though sometimes a single incident can have precisely the same impact as persistent behaviour over time, for it can be experienced as part of a continuous pattern and can be extremely threatening and intimidating. This is particularly the case with racist, homophobic / transphobic and disablist bullying.

> It is intentionally harmful – though occasionally the distress it causes is not consciously intended by all of those who are responsible.

> Bullying behaviour is seen as being "Several Times on Purpose".

> It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.

> It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

> Although one-off incidents can bear many characteristics of bullying, such incidents do not constitute bullying and are defined as incidents of harassment or prejudice. These incidents may be equally serious as incidents of bullying, thus we endeavour to deal with them following the same guidelines.

> Bullying does not just occur in childhood but also in adulthood, with similarly serious consequences for all those involved. It is also possible for members of staff to be bullied by the children, parents and families in their care.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's Anti-bullying approach can be found in our Anti-bullying policy here: https://www.st-erth.cornwall.sch.uk/web/anti-bullying_policy/283560

5. Roles and responsibilities

5.1 The governing board

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

5.2 The headteacher

The headteacher is responsible for:

> Reviewing and approving this behaviour policy

> Ensuring that the school environment encourages positive behaviour

> Ensuring that staff deal effectively with poor behaviour

> Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils

> Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

> Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

> Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

> Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

> Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy. The school records incidents of behaviour in CPOMS. (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

> Ensuring that the school behaviour expectations, school rules and values are upheld in their classes, and that their classes behave in a responsible manner during lesson time.

> Having high expectations of the children regarding behaviour and striving to ensure that all children work to the best of their ability.

> Treating each child fairly and upholding the classroom and school rules consistently.

> Liaising with external agencies, as necessary, to support and guide the progress of each child.

> Reporting to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

> Creating a calm and safe environment for pupils

> Creating positive relationships with pupils which are rooted in kindness and respect

> Establishing and maintaining clear boundaries of acceptable pupil behaviour

> Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

> Modelling expected behaviour and positive relationships

> Providing a personalised approach to the specific behavioural needs of particular pupils

> Considering their own behaviour on the school culture and how they can uphold school rules and expectations

> Recording behaviour incidents promptly on CPOMS or on individual behaviour plans as appropriate to the individual

> Supporting pupils to meet the school's expectations

The Headteacher will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

> Get to know the school's behaviour policy and reinforce it at home where appropriate

> Support their child in adhering to the school's behaviour policy

> Inform the school of any changes in circumstances that may affect their child's behaviour

> Discuss any behavioural concerns with the class teacher promptly

> Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

> Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

> Take part in the life of the school and its culture

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

5.5 Pupils

The following expectations are shared with pupils in an age-appropriate fashion as they move through the school. Pupils sign a home school agreement to support this. Positive behaviours are reinforced in various ways throughout the school day. These include: Assemblies, class routines and rewards, whole school rewards and PSHE lessons.

Together we have devised our School Rules – which are reflected in each classroom:

Rights:

> Be taught/learn

> Be heard

> Speak when invited

> Be in a safe and tidy environment

Responsibilities:

> Allow others to learn

> Respect each other

> To show kindness and understanding

> Look after each other – Nurture

> Help and tidy up after ourselves

Pupils are supported to be aware of:

> The expected standard of behaviour they should be displaying at school

> That they have a duty to follow the behaviour policy and uphold the school's values

> The school's key rules and routines

> The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

Pupils will be supported to meet the behaviour standards and will be provided with repeated explanation wherever appropriate.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy. This happens through pupil surveys at least annually.

Extra support and induction will be provided for pupils who join the school in-year.

6. School behaviour curriculum

The curriculum at St Erth provides consistent, well-communicated instruction, guidance and modelling for positive behaviour. The school's values of: Kindness, Respect, Nurture, Knowledge, Reading, Aspiration, Resilience and Perseverance, guide the delivery of the curriculum and interactions between all members of the school community throughout each day.

Within each subject positive, diverse role models and examples are shared with pupils and their examples used to discuss behaviour in our community.

The school's PSHE curriculum and SMSC provision is carefully planned to ensure that pupils receive guidance and instruction on how to become well-rounded citizens. Assemblies are planned to build upon these lessons, share positive examples of behaviour, share rewards, and address any issues which have arisen.

Classroom culture is carefully nurtured by teachers as the curriculum, school values and the school's approach to learning, Ready, Reflect, Review, are implemented. Each classroom is set up by its teachers to deliver these expectations appropriate to their phase and aligned to their preferred style. However, the aims and principals of the school's behaviour curriculum remain the same.

As a result of this pupils are expected to meet the standards of the school rules set out in section 5.5

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

6.1 Mobile phones

Mobile phones are prohibited for all pupils in school. Where it is necessary for a pupil to have a phone in school it must be:

- › Agreed in advance with a member of teaching staff
- › Stored securely in the office throughout the school day
- › Pupils are not allowed to have unsupervised access to mobile phones at any point in the school day.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Display the behaviour curriculum or their own classroom rules, linking to the school's values.
- › Develop a positive relationship with pupils, which may include:
  - o Greeting pupils in the morning/at the start of lessons
  - o Establishing clear routines
  - o Communicating expectations of behaviour in ways other than verbally
  - o Highlighting and promoting good behaviour
  - o Concluding the day positively and starting the next day afresh
  - o Having a plan for dealing with low-level disruption
  - o Using positive reinforcement

7.2 Safeguarding

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

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

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

Please refer to our child protection and safeguarding policy for more information https://www.st-erth.cornwall.sch.uk/web/safeguarding/283870

7.3 Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- › Verbal praise

- Sharing outstanding work or behaviour in class or assembly
- Raffle tickets and house points
- Communiacting rewards and praise to parents via Seesaw, a phone call or a conversation at the school gates.
- Outstanding and 'Ready, Reflect, Review' certificates presented weekly in assembly.
- Poitions of responsibility such as house captains or being members of a committee, e.g. Eco team.
- Whole class rewards

7.4 Responding to misbehaviour

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

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

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

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

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Staff develop systems in each classroom appropriate to their phase and preference to help manage behaviour. These record reward and sanction to provide clarity to pupils.
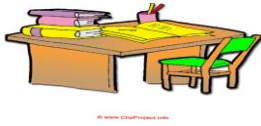
The school may use 1 or more of the following sanctions in response to unacceptable behaviour:
- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Missing a break or lunchtime by staying inside
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

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

Below is the school's behaviour ladder which provides further exemplification for staff.

The consequences listed below are an indication of the potential measures staff may take in relation to behaviour. All measures will consider the needs of individual children and will therefore be selected to have the correct impact.	
1 **Behaviour is disruptive to the learning of themselves or others**	**I've been given a look/gesture/reminder** **This means I must STOP this behaviour**
2 **Repeating behaviour that is disruptive to the learning of themselves or others** **Not showing kindness or consideration to others**	**I've been told/reminded what to do** **I must now do as I was asked**
3 **Continuation of behaviour that is disruptive to the learning of themselves or others** **Deliberate or repeated lack of care and consideration for others.** **Lack of respect for others and school rules.**	**I've been moved to another place** **I need to complete my work.** **I may need to write a letter of apology.** **I may miss rewards and playtimes.**
4 **Repeated incidents of stages of** **Behaviour 1,2 and 3.** **Behaviour that is anti-social, threatening, causes physical harm or in breach of the school's anti-bullying policy, for example.**	**I will be removed from the classroom and have to work elsewhere. I will lose rewards and playtimes.** **I will have to see the Headteacher.** **My parents/carers will be told and may receive a letter asking for a meeting.** **Suspension from school may be an option.**

5 **Repeated incidents of stages of behaviour 1,2, 3, or 4**	**I have to go straight to the Headteacher.** **My parents/carers will be told and have to attend a meeting at school. Suspension from school may be an option.**

7.5 Reasonable force

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

> Causing disorder

> Hurting themselves or others

> Damaging property

> Committing an offence

Incidents of reasonable force must:

> Always be used as a last resort

> Be applied using the minimum amount of force and for the minimum amount of time possible

> Be used in a way that maintains the safety and dignity of all concerned

> Never be used as a form of punishment

> Be recorded and reported to parents (see appendix 3 for a behaviour log)

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

The school ensures that it has staff with adequate safe handling training to ensure any use of reasonable force is done so in a safe manner.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7.7 Off-site misbehaviour

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

> Taking part in any school-organised or school-related activity (e.g. school trips)

> Travelling to or from school

> Wearing school uniform

> In any other way identifiable as a pupil of our school

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

> Could have repercussions for the orderly running of the school

> Poses a threat to another pupil

> Could adversely affect the reputation of the school

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

7.8 Online misbehaviour

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

> Is in violation of the pupils acceptable use policy and cyber security licence

> It poses a threat or causes harm to another pupil

> It could have repercussions for the orderly running of the school

> It adversely affects the reputation of the school

> The pupil is identifiable as a member of the school

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

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the Headteacher, DSL or DDSL will make the report.

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

> Proportionate

> Considered

> Supportive

> Decided on a case-by-case basis

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

> Responding to a report

> Carrying out risk assessments, where appropriate, to help determine whether to:

   o Manage the incident internally

   o Refer to early help

   o Refer to children's social care

   o Report to the police

Please refer to our child protection and safeguarding policy and our Child on Child abuse policy for more information https://www.st-erth.cornwall.sch.uk/web/safeguarding/283870

7.11 Malicious allegations

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

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

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

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

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

8. Serious sanctions

8.1 Missing Break or Lunch

Teachers and the Headteacher have the authority to issue this sanction.

Pupils can be issued with missing break or lunchtime.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing this sanction, the school will consider whether doing so would:

> Compromise the pupil's safety
> On balance adversely affect their well-being

8.2 Removal from classrooms

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

Regular time working out of class may also be deployed as a strategy to help manage behaviour over time. In this instance it is a pro-active measure and not a sanction.

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

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

Removal can be used to:

> Restore order if the pupil is being unreasonably disruptive

> Maintain the safety of all pupils

> Allow the disruptive pupil to continue their learning in a managed environment

> Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by staff from that class and will be removed for the reminder of that session.

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

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

Parents will be informed on the same day that their child is removed from the classroom.

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

> Reasonable adaptations to classroom routine and the curriculum

> Use of teaching assistants

> Short term behaviour report cards

> Long term behaviour plans

> Pupil support units

> Multi-agency assessment

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

8.3 Suspension and permanent exclusions

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

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

Please refer to our exclusions policy for more information https://www.st-erth.cornwall.sch.uk/web/exclusion_policy_/630732

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

> Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

> Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

> If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

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

Preventative measures may include:

> Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

> Ensuring that pupils with visual or hearing impairment to sit in an appropriate place

> Adjusting uniform requirements for a pupil with sensory issues

> Training for all staff in understanding conditions such as autism

> Reasonable adjustments to timetable and supervision levels

> Use of areas outside the classroom to allow pupils to regulate their emotions during moments of sensory overload.

9.2 Adapting sanctions for pupils with SEND

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

> Whether the pupil was unable to understand the rule or instruction?

> Whether the pupil was unable to act differently at the time as a result of their SEND?

> Whether the pupil is likely to behave aggressively due to their particular SEND?

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

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

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

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

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

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

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

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

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

https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/

10. Supporting pupils following a sanction

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

This may look like:

> Reintegration meetings
> Regular contact with the Headteacher
> A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

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

12. Training

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

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

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

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

The data will be analysed every Term by the Headteacher and shared with governors.

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

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

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

13.2 Monitoring this policy

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

14. Links with other policies

This behaviour policy is linked to the following policies:

> Exclusions policy

> Child protection and safeguarding policy

> Child on Child abuse policy

> SEND policy

Anti-bullying policy