



## Behaviour Policy

<b>Date of Last Review</b>	February 2025
<b>Approval Body</b>	Education and Welfare Committee
<b>Approval and Implementation Date</b>	March 2025
<b>Review Date</b>	March 2028

<b>Version</b>	<b>Approval Date</b>	<b>Summary of Changes</b>
1	Feb 2025	Updates to current policy references.
2		

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## **Introduction: Excellent Behaviour at Parbold Douglas**

At Parbold Douglas CE Academy, we aim to produce a safe and secure environment based on the new commandment, “**Love one another as I have loved you**” (John 13:34), where all members of our school community seek to embody the love of God. We want the children in our school to enjoy life in all its fullness, energised by the great love of Jesus Christ – a love that is respectful, caring, kind, courteous, patient, understanding and forgiving. This ambition drives our approach to behaviour.

When they leave us, we want our pupils to grow up to shape society as courageous advocates for peace, justice, forgiveness and, ultimately, for God’s love. This relies on a culture of excellent behaviour.

## **Our Behaviour Principles**

Our approach to supporting excellent behaviour is:

- Rooted in the example and teaching of Jesus Christ.
- Inspired by our vision.
- Underpinned by consistently high standards.
- Energised by staff who care deeply every time.
- Informed by an understanding of trauma and adverse childhood experiences.
- Fuelled by meaningful opportunities to reflect and learn.
- Renewed through caring, forgiving relationships.

These principles underpin our high standards of behaviour. Children learn most effectively in a safe and secure environment where strong relationships are fostered between all members within the community. Our team works together to develop and ensure consistent routines and expectations whilst respecting and understanding individual needs. We create an environment in which all feel safe and are able to express themselves, knowing they will be understood and cared for.

We are committed to working in partnership with parents and families to ensure that the school’s values become central to the lives of our children. Strong relationships with families and parents as well as our home school agreements will promote this policy. We recognise our legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs, to provide a safe and ordered environment in which all children can flourish.

## **Policy Aims**

- To support a culture of excellent behaviour that underpins the pursuit of our Christian vision.
- To ensure that the organisation, routines and systems in our school promote positive behaviour and ensure high expectations of all.
- To promote positive and effective learning through the consideration of the impact of the learning environment, all areas of the school and activities that take place on the behaviour of our children, in planning their teaching, classroom organisation, routines and out-of-class learning experiences.
- To develop good relationships between children, adults and children and adults.
- To create an ethos of mutual respect and trust, enabling co-operation in all aspects of school life.
- To promote high self-esteem in all our children.
- To help give staff, pupils and parents a feeling of common purpose.

## Legal Framework, Guidance and Related Policies

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Children and Families Act 2014
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Safeguarding Policy
- Equality Policy and Objectives
- Attendance Policy
- Pupil Mental Health and Wellbeing Policy
- Complaints Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Surveillance and CCTV Policy

## Roles and Responsibilities

**The governing board will have overall responsibility for:**

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- Ensuring this policy is published on the school website.

**The headteacher (with support from the Senior Leadership Team) will be responsible for:**

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.

- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

**The senior mental health lead (Pastoral Lead) will be responsible for:**

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

**The SENCO will be responsible for:**

- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

**Teaching staff will be responsible for:**

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, senior leaders, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

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

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Responding to all behaviours with love and understanding.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping members of the Senior Leadership Team aware of any changes in behaviour.

**Pupils will be responsible for:**

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

**Parents will be responsible for:**

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

## Definitions

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

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

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

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Disruption on the journey to / from school
- Use of mobile phones without permission
- Graffiti

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

## Staff induction, development and support

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

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

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

The SLT and the headteacher will review staff training needs regularly, and in response to any serious or persistent behaviour issues disrupting the running of the school.

The language used by school staff to address or challenge unacceptable behaviour is important. Staff are trained to use language carefully and strategically to de-escalate challenging behaviour, to acknowledge compliance with expectations, and to draw attention to positive behaviour.

### **Prevention Strategies**

This section outlines the school's strategies for preventing unacceptable behaviour and promoting positive behaviour. This includes establishing rules and routines, building positive teacher-pupil relationships, and the use of rewards. It also includes details of early intervention strategies that help pupils manage their behaviour and reduce the likelihood of more severe sanctions being used.

### **Our motto (our school rule)**

Our motto – **let your light shine** (Matthew 5:16) – is all about transforming society. When we let our light shine, we let the light of Jesus radiate from within us to transform lives and communities around us. When we let our light shine, we shape society with the peace, joy and compassion of Jesus. When we let our light shine, we pursue love and unity.

This motto, in the context of our approach to behaviour, is used to remind pupils of who we seek to be and how we demonstrate this through our words and actions. As such, this motto is our 'school rule' – it guides every aspect of our behaviour and is referred to by adults to help children make choices that are aligned to our vision and values.

### **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to establishing and maintaining a culture of excellent behaviour. At Parbold Douglas CE Academy, we prioritise building positive, caring relationships based on predictability, fairness and trust to allow teachers to understand their pupils. Where there are challenges around behaviour, these relationships create a strong foundation from which behavioural change can take place.

### **Behaviour curriculum: Our rules, routines and expectations**

Positive behaviour will be taught explicitly to all pupils, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement is used by staff where expectations are met – this acknowledges good behaviour and encourages repetition.

The behaviour curriculum defines positive behaviour and makes clear what this looks like. Whilst many rules and routines are consistent across school, others are specific to the age of the pupils. Appropriate and reasonable adjustments to rules and routines are made for pupils with individual needs, e.g. SEND.

These rules, routines and expectations are rooted in the Christian values by which we seek to live: love, friendship, forgiveness, thankfulness, compassion, community and hope.

Visible, positive consistency in routines and expectations support high standards of behaviour for all children. To clarify expectations and ensure that all children and staff are clear on school routines, the following routines and expectations are explicitly taught and reinforced by all staff, including leaders, teachers, support staff, trainee teachers and volunteers. Leaders and staff praise compliance and are unrelenting in challenging non-compliance (using sanctions as appropriate, in line with this policy).

**When moving around inside school, we teach:**

- **Super smart walking** (unless participating in organised physical activity). This is careful, steady walking and pupils are given explicit opportunities to practise this.

**When arriving at school, we teach children to:**

- Hang up their coat and bag.
- Greet those they meet.

**When attending worship in the hall, we teach children to:**

- Line up silently, ready to leave the classroom.
- Enter the school hall silently.
- Listen to others and respect times of worship/assembly.
- Look at the worship leader.
- Leave the hall silently (unless singing, as directed by the leader).

**In the classroom (during lessons), we teach children to:**

- Follow instructions promptly.
- Look at the person speaking (“magnet eyes”).
- Organise their desk or workspace.
- Keep the classroom clean and tidy.
- Raise a hand silently if they would like to speak.
- Sit comfortably on the carpet with legs crossed and arms folded.
- Ask permission to leave their seat (or their carpet place), e.g. to go to the bathroom.
- Begin learning activities immediately, when directed by the teacher.
- Develop their independence (e.g. by having a go before requesting support).
- Participate fully in classroom discussions or learning activities.
- Use ‘indoor voices’. This is speaking at a quiet, normal volume (without whispering, or raising voices unnecessarily).
- Work in silence, when directed by the teacher.

**At play and lunch times we teach children to:**

- Stay within the playground boundaries.
- Use the toilet during the break (to reduce the need to leave lessons).
- Think about safety and act in a way that is gentle and kind to others.
- Ask permission to re-enter the school building (e.g. to go to the toilet).
- Avoid delay when walking from the hall to the playground (and vice versa).
- **[Reception and KS1]** Stand still when the first whistle sounds.
- **[Reception and KS1]** Walk to line up when the second whistle sounds.
- **[KS2]** Pack away and line up when the whistle sounds.

**During meal times, we teach children to:**

- Say “please” and “thank you” to all the staff who give help.
- Queue patiently, using ‘indoor voices’ (see definition above).
- Handle trays carefully and pick up anything that is dropped.
- Eat sensibly and use ‘indoor voices’ when seated at the table.
- Use utensils properly.
- Return trays and utensils to the serving hatch, as directed by staff.
- Return to sit at the dining table until the class is dismissed from the hall.

**When accessing the toilet, we teach children to:**

- Flush the toilet when finished.
- Respect other peoples’ privacy.
- Make sure the taps are turned off and be responsible about using water.

- Leave the toilets clean and tidy.

**Around school and in corridors, we teach children to:**

- Show super smart walking.
- Hold the door open for others.
- Be polite to, and make way for, adults and visitors to the school.

**During indoor playtimes, we teach children to:**

- Use the allocated games and equipment.
- Tidy-up quickly and carefully when asked to.
- Stay in the space allocated.
- Ask permission if they need to leave the classroom or go to the toilet.

**When speaking to adults (or to their fellow pupils), we teach children to:**

- Look at their person they are speaking to or listening to.
- Use words such as ‘please’ and ‘thank you’ to express politeness and respect.
- Wait patiently until it is their turn to talk.
- Answer questions honestly.

In addition to the above, teachers may implement their own class-specific rules, routines and expectations. These will be communicated to pupils and practised.

**Some teachers use the following three rules as a summary of the behaviour curriculum:**

- ✓ **Love one another and be kind**
- ✓ **Respect everyone and everything**
- ✓ **Help yourself and others to learn**

These are designed to be short, simple and easy to recall so that they can be shared with, understood and remembered by children. They are particularly useful to refer to with younger children.

**Communicating the behaviour curriculum**

The behaviour curriculum is communicated clearly (and regularly) to pupils across school. Opportunities to communicate expectations, practise routines, and promote positive behaviour include:

- New beginnings (e.g. the start of the new school year, a new term, a new week, a new day or even a new lesson).
- Whole-school and class worship - where Christian values and themes are discussed and applied to our everyday lives and to our relationships with one another.
- The school PSHE and RSE curriculum, including themes on relationships, citizenship, friendship, anti-social behaviour, bullying, and British Values.
- ‘Class family’ discussions, where children learn social skills and ways of communicating their thoughts and feelings in a positive, safe and nurturing environment. This includes being encouraged to ‘speak up’ and share worries.
- Opportunities for pupil voice and positive engagement including School Council, Kingdom Builders, and Year 6 Leadership roles where children are able to support and help each other across school.
- Visits from guests such as the PCSO, the Vicar and members of the Church or wider community.

**Preventative measures for pupils with Special Education Needs and/or Disabilities (SEND)**

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

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

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

### **Induction of new pupils**

Where new pupils join the school, staff invest time to develop strong teacher-pupil relationships and introduce the child to the school's expectations, rules and routines (behaviour curriculum). For further information, please see the Child Induction Policy.

### **Rewards and praise**

At all times, we are positive about our children. We seek to encourage and inspire our children through praise and by helping them to see the positive impact of living by our rules and following the example of Jesus. To help highlight and celebrate this, rewards are sometimes used too. Some practical examples of praise and rewards at Parbold Douglas include:

- Giving specific verbal praise to celebrate and reinforce excellent behaviour
- Praise stamps/stickers
- Displaying children's work
- Sending children to another teacher/ the headteacher to share good work, learning or behaviour
- Sending letters/postcards home to parents, or phone calls home
- Whole-class celebrations (e.g. photos of the week, and The Golden Broom for the tidiest classroom) during 'family worship' on a Friday
- Individual awards in 'family worship' on a Friday (e.g. Star of the Week)
- Written comments on work
- Giving responsibilities
- Individual classroom rewards

### **Early interventions**

A range of early intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. Teachers log concerns on CPOMS to ensure the Senior Leadership Team are aware of any pupil that is:

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

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

- Exploring the root cause of the behaviour to build an understanding of where behaviours are stemming from
- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching (often via the school's Wellbeing Coach and Pastoral Lead)
- Short-term behaviour report cards (often referred to as Positivity Charts to support a positive focus towards a particular goal or objective)
- Long-term behaviour plans
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

## Managing Behaviour: Responding to Unacceptable Behaviour

Instances of unacceptable behaviour (whether low-level or serious) will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Records will be kept of all serious or recurrent incidents (via CPOMS) to help identify pupils whose behaviour may indicate potential mental health or safeguarding concerns. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

As stated in 'our behaviour principles', our approach to supporting excellent behaviour is:

- Fuelled by meaningful opportunities to reflect and learn.
- Renewed through caring, forgiving relationships.

Where behaviour falls short of our consistently high expectations, sanctions enable pupils to reflect upon, and learn from, their experiences. Adults care deeply about each child's behaviour and are passionate in emphasising where changes need to be made. Adults are always caring and forgiving.

In some scenarios, consistent and clear language will be used when addressing misbehaviour. Examples of language used may include:

*I see / I notice you are... (refer to the specific behaviours or actions you have observed)*

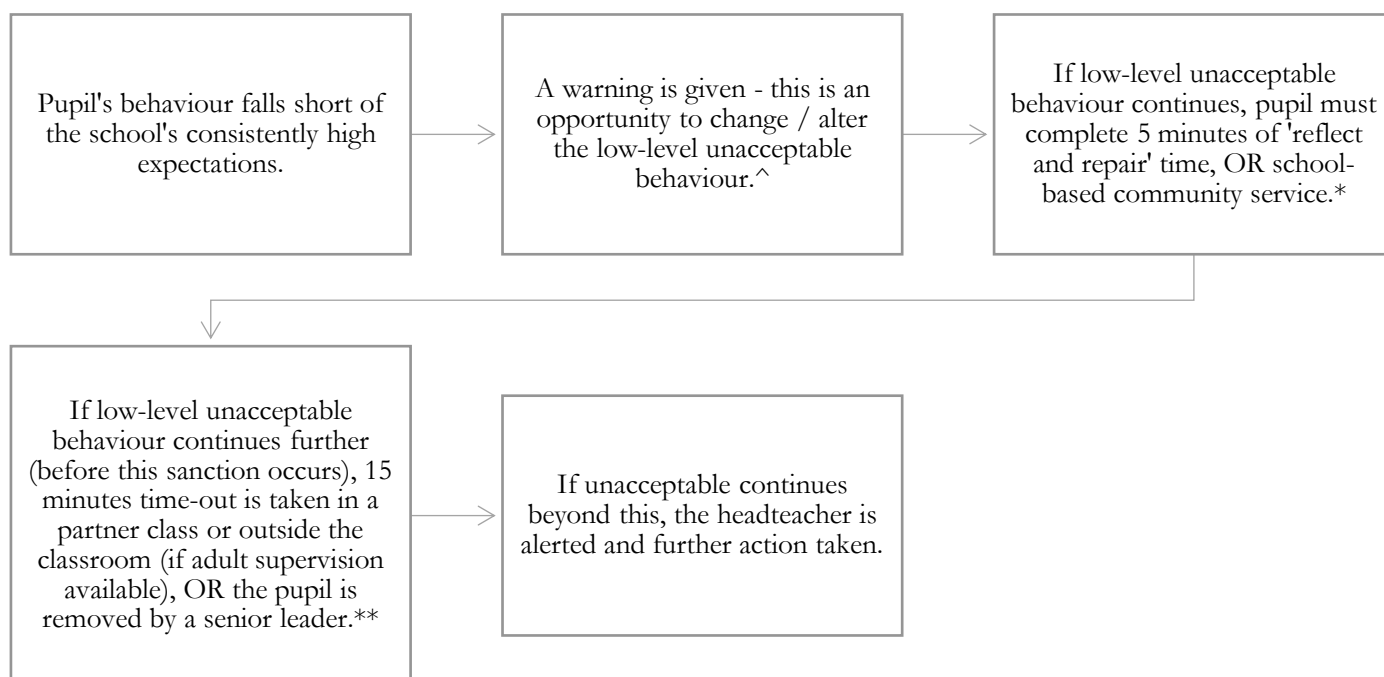
*I wonder if you are feeling...*

*I need you to...*

*Do you remember when/remember how... (refer back to a positive behaviour example). That is who I need to see today.*

*Thank you for... (clearly state an expectation that is being met).*

**In the classroom environment**, the following escalation process is normally followed when using sanctions in school to respond to low-level unacceptable behaviour:



\* Where a child completes **three or more** periods of ‘reflect and repair’ time (OR school-based community service) in a week, the class teacher will alert parents and will refer to the Senior Leadership Team. This will also be recorded on CPOMS.

^Warnings can be reset after break times / lunch breaks (as the teacher sees fit, based on the age of the pupils, etc.). If a child changes their behaviour after a warning, the warning has worked. If they resume the behaviour within the same lesson or session, a sanction of 5 minutes ‘reflect and repair’ should be given – we do not give additional warnings or ‘final chances’ in these circumstances. If, however, a child has changed their behaviour but then resumes the low-level unacceptable behaviour an hour later (in a subsequent lesson), it would be reasonable and fair to give another warning, rather than escalate the sanction immediately to ‘reflect and repair’ time.

\*\*Partner classes: Y6 and Y5; Y4 and Y3; Y2 and Y1; YR if needed will use Y1/Y2 classroom. **Children are not ‘sent out’ and left unsupervised away from classrooms and adults.**

Please note: The ‘repair and reflect’ is not always a written task. It can often be a conversation with an adult. School ‘repair and reflect’ sheets are optional and are used at the discretion of staff.

**Outside of the classroom environment** (e.g. at arrival time, during playtimes, during worship, or at transition points), the above escalation process may not be appropriate. If low-level unacceptable behaviour occurs at these times, staff members will exercise professional judgement and the following sanctions may be used:

- Issuing a verbal warning or a verbal reminder of the expected behaviour
- Facilitating ‘repair and reflect’ time (either immediately, or at the earliest opportunity), usually for a period of approximately 5 minutes
- Issuing school-based community service, e.g. tidying the classroom
- Immediate removal from the environment/situation

**Where a pupil’s misbehaviour is causing significant disruption** (or is deemed serious enough by a staff member), the following procedures will usually be followed:

- The pupil is sent to the headteacher immediately or, in the headteacher’s absence, the most senior member of staff.
- Senior leaders investigate the incident and decide whether it constitutes unacceptable behaviour.
- If senior leaders deems the incident to be unacceptable behaviour, they will record the incident. Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – senior leaders will determine the period the pupil will be removed from the classroom. [Note: Further information about removal from the classroom environment is provided later in this policy.]
- Senior leaders will inform the pupil’s parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.
- Further sanctions may be implemented (e.g. school-based community service for a fixed period of break times and lunch times)

When responding to more serious incidents:

- A lack of willingness of parents to meet or engage should be reported to the headteacher immediately.
- Any serious incident or behaviour can lead immediately to the most severe sanctions/ actions.

The following incidents **must always be reported to the headteacher at the earliest opportunity:**

- Violent or aggressive conduct.
- Use of racist language.
- All forms of bullying (see the Anti-bullying Policy for further information).
- Use of other offensive or discriminatory language.
- Use of threatening language.

- Spitting.
- Theft.
- Refusing to follow school rules on hygiene and health expectations.

**Following repeated incidents of unacceptable behaviour**, the following sanctions may be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Exclusion Policy, and will determine the length of the suspension.
- The pupil will be offered tailored support via the school's mental health and wellbeing provision.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or wellbeing / mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place. The pupil may be removed from their usual class environment for a fixed period, receiving education elsewhere within school whilst accessing regular support as appropriate.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

As a last resort, the headteacher will consider whether a permanent exclusion is necessary, in line with the school's Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

### **De-escalation strategies**

Where negative behaviour is present and pupils are dysregulated or emotional, staff members will implement de-escalation strategies to diffuse the situation. This may include:

- Appearing calm and using a modulated, low tone of voice.
- Appearing non-judgemental and empathetic.
- Using simple, direct language.
- Allowing silence for reflection.
- Allowing time for decisions.
- Choosing wisely what is insisted upon.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Staff are trained in the Crisis Prevention Institute's (CPI) de-escalation strategies:

<https://www.crisisprevention.com/en-GB/Blog/October-2017/CPI-s-Top-10-De-Escalation-Tips-Revisited>

### **Physical intervention**

Staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary – in this context, 'reasonable' force is defined as 'using no more force than is needed'. The situations in which physical restraint may be appropriate are:

- To prevent pupils committing an offence.
- To prevent pupils injuring themselves or others.
- To prevent serious damage to property.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. Staff will always communicate clearly with pupils prior to the use of physical intervention, and the intervention will be used for the minimum time possible.

After an instance of physical intervention, the headteacher will be informed immediately, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Exclusion Policy.

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

For more information, please see the section within this policy entitled 'Restraint of Pupils and the use of Reasonable Force'.

### **Removal from the classroom**

As outlined earlier, senior leaders may decide to remove pupils from the classroom for a fixed period of time.

The pupil will be moved to an area in school that is:

- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by trained members of staff.
- Away from their classroom.

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

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

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

The amount of time that a pupil spends removed from the classroom will be decided by senior leaders. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete. Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

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

## **Exclusion**

For further information about suspensions and exclusions, please refer to the Exclusion Policy.

## **Responding to the behaviour of pupils with Special Education Needs and/or Disabilities (SEND)**

The school consistently and fairly promotes high standards of behaviour for all pupils and provides additional support where needed to ensure pupils can achieve and learn as well as possible.

The school 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 school on the facts of the situation. School leaders will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, school refer to the Equality Act 2010.

School leaders will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is important for leaders to seek to try and understand the underlying causes of behaviour and whether additional support is needed (beyond the existing plans already in place).

## **Prohibited Items, Searching Pupils and Confiscation**

Headteachers, and staff authorised by them, will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Reasonable force may be used conducting a search without consent for the prohibited items listed below, in line with school policies. The prohibited items where reasonable force may be used are:

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

The power to search pupils will be used as a last resort.

Any items that are prohibited in school will be confiscated by school staff. Members of staff also have the power to confiscate, retain or dispose of a pupil's property, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items. In most circumstances, confiscated items at Parbold Douglas CE Academy will be returned to the child's parent at the earliest opportunity. In some circumstances, and at the discretion of the teacher, the item may be returned to the pupil at the end of the day with a reminder not to bring these into school again (e.g. toys, games or collector cards).

At all times, the government's guidance is followed in relation to search, screening and confiscation:  
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

## **Behaviour Outside of the School Premises**

Pupils at the school must agree to represent the school in a positive manner.

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

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

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

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

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

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

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

## **Child-on-child Sexual Abuse and Harassment**

The school prohibits all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child abuse and harassment are detailed in the Anti-Bullying Policy and in the Safeguarding and Child Protection Policy.

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

## **Restraint of Pupils and the use of Reasonable Force**

The school refers to government guidance when using reasonable force as part of a physical intervention.  
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The use of physical force by teachers and others authorised by the Headteacher to control or restrain pupils is sanctioned by section 93 of the Education and Inspections Act 2006.

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

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

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

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

### **Communication with Parents**

Teaching staff routinely report on a pupil's behaviour at parents' evenings and in the annual written report at the end of the year. However, where a pupil's behaviour is causing concern, class teachers will contact parents informally at an early stage to seek their support in resolving the issue. Where inappropriate behaviour persists, staff will contact parents to discuss other strategies, as outlined in this policy.

Parents will always be contacted following incidents of serious unacceptable behaviour, as outlined in this policy.

Records may be maintained by school staff, using CPOMS, giving details of when parents have been contacted by school or have made contact with school in relation to behaviour.

### **Monitoring and Review**

This policy is monitored by the Senior Leadership Team. This policy is reviewed **annually** and is approved by the **Education and Welfare Committee**.