



# Positive Behaviour Policy

This policy applies to Steephill School, including the EYFS setting.

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## **Policy statement**

Steephill School encourages pupils to adopt the highest standards of behaviour, principles and moral standards. We promote trust and mutual respect for everyone. We believe that good relationships, good manners and a secure learning environment play a crucial part in the development of intellectually curious children, who are motivated to become life-long learners.

Steephill School is an inclusive community. We welcome pupils from a great variety of ethnic and social backgrounds and faiths. We treat everyone as an individual, with the aim to develop the whole person into someone fully equipped to take their place in the modern world.

## **Behaviour principles**

The principles underpinning this policy include:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The school governors also emphasises that violence or threatening behaviour will not be tolerated in any circumstances by any member of the school community.

## **The aims of this policy are:**

- To ensure that every member of Steephill School feels valued and respected.
- To create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- To establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- To outline the expectations and consequences of behaviour.
- To promote good behaviour rather than merely deter anti-social behaviour.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

## **Legislation and Statutory Requirements**

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

- [Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)
- [Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](#)
- [Keeping children safe in education - GOV.UK](#)

- [Supporting pupils at school with medical conditions \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

In addition, this policy is based on:

- Schedule 1 of the [The Independent School Standards - Guidance for independent schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk); 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, explaining that independent schools should publish their behaviour policy and anti-bullying strategy.

## Definitions

**Poor Behaviour** is defined as:

- Disruption in lessons, assemblies, in communal areas, transitions, trips and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious poor behaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, 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:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco, cigarette papers, vapes
  - Fireworks
  - Pornographic images

- 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).

## Bullying

Bullying is defined as **repeated, negative** behaviour that is **intended** to make others feel **upset, uncomfortable or unsafe**. A bullying behaviour must be repeated, negative and intended the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over an extended period of time.
- Intent: The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

TYPE OF BULLYING	DEFINITION
Emotional	The repeated negative use of being unfriendly, excluding, tormenting
Physical	The repeated negative use of body contact to intentionally hurt others. E.g. Hitting, kicking, pinching, slapping, tripping, pushing, taking other's belongings, any use of violence
Sexual	Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes. E.g. Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
Sexist	: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or

	gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
Verbal	The repeated negative use of speech, sign language, or verbal gestures to intentionally hurt others. E.g. swearing, discriminatory language, offensive language (concerning personal choices), hurtful comments.
Indirect	The repeated negative use of actions, which are neither physical nor verbal, to intentionally hurt others. E.g. Cyber bullying, rumours, isolating someone, damaging/taking property, secret sharing, physical intimidation.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Bystander	Someone who sees or knows about bullying behaviour but take no action to address or report it.
Prejudice-based and discriminatory, including:	
Racial	Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
Transphobic bullying:	Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.
Homophobic and biphobic	Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.
Ableist bullying	Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.
Prejudicial bullying	Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.
Relational bullying	Bullying that primarily constitutes of excluding, isolating and ostracising

	someone – usually through verbal and emotional bullying.
Socioeconomic bullying	Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

## Rights, roles and responsibilities

We (pupils and staff) all have the right to:	We will respect these rights by:
Be safe	<ul style="list-style-type: none"> <li>• Being kind in our actions</li> <li>• Being kind in our words</li> <li>• Being kind to our environment</li> </ul>
Maximise our potential	<ul style="list-style-type: none"> <li>• Trying our best</li> <li>• Having good attendance</li> <li>• Being punctual</li> </ul>
Be heard	<ul style="list-style-type: none"> <li>• Listening to others</li> <li>• Being honest and truthful</li> </ul>

## The board of governors

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

## The headteacher

The headteacher is responsible for:

- Reviewing and approving the school's behaviour strategies and procedures
- 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 child protection policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from behaviour incidents is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

## **Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- 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
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) and SENDco will support staff in responding to behaviour incidents.

## **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 poor behaviour
- 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 by working in collaboration to tackle behavioural issues.

## **Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture at Steephill:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- Steephill Rules for Life and daily routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they do not meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards



- The support they will receive to meet the school's behaviour standards and wider culture.
- Extra support and induction will be provided for pupils who start midway through the year

## **Steephill School behaviour curriculum**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

### **Mobile phones**

It is not permitted for children to have mobile phones or smart watches in school.

## **The classroom environment**

### **Classroom expectations and routines**

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

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing. The headteacher ensures all teachers understand classroom expectations and routines, including any sanctions for not meeting them.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom expectations and routines at the beginning of the academic year and revisit these regularly. Where appropriate, teachers explain the rationale behind the expectations and routines to help pupils understand why they are needed and will model them to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they do not meet the expectations to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding, teachers reinforce them in a range of ways. Teachers also ensure that classroom expectations and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

### **Classroom structure**

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

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

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

### **Classroom management**

Children at Steephill School are expected to behave well and respond to praise and encouragement at all times. They are encouraged to demonstrate a pride in individual achievement and the success of others. It is the responsibility of pupils to make good choices at all times.

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other in addition to verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh

- Having a plan for dealing with low-level disruption
- Using positive reinforcement

## **Responding to behaviour**

### **Safeguarding**

Steephill 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 poor behaviour 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 policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Responding to good behaviour, positive consequences**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and rewards. 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 the school's behaviour culture. Positive behaviour rewards may include:

- Verbal praise
- Stars and/or house points awarded
- Merit badges awarded in weekly celebration assembly
- Certificates awarded in weekly celebration assemblies
- Position of responsibility or being entrusted with a particular decision, task or project
- Whole class or year group rewards such as a popular activity
- Communicating praise to parents verbally, via a phone call or written correspondence
- Headteachers award
- Kindness stickers

### **Praise and rewards**

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

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

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

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

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

### **Responding to poor behaviour, negative consequences**

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 poor behaviour.

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

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged 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. It is important for pupils to understand how to improve their behaviour. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour to support with reflection
- Expecting work to be completed at home, or at break or lunchtime
- Missing part of or all of break or lunchtime
- 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
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Immediate collection from school by parents
- Suspension
- Internal exclusion
- 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.

## **De-escalation strategies**

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

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

## **Reasonable force/positive handling**

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:

- Committing an offence
- Causing disorder
- Hurting themselves or others
- Damaging property

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 on CPOMS and reported to parents

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.

## **Searches, screening and confiscation**

Any prohibited items found in pupil's possession will be confiscated. These items will not be returned to pupils. Staff will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

## **Off-site poor behaviour**

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

- Taking part in any school-organised or school-related activity (e.g. school trips and sports activities)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of Steephill School

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

- 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).

## **Online poor behaviour**

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

- 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.

## **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 or DSL 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.

## **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:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

### **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.

### **Serious sanctions**

#### **Removal from the classroom**

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

Removal is a serious sanction and will only be used in response to serious poor behaviour. 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 will 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, including:

- Use of teaching assistants
- Short term behaviour report cards
- Behaviour plans
- Multi-agency assessment

Staff will record incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS.

### **Suspension and permanent exclusion**

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.

## **Responding to poor behaviour from pupils with SEND**

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

When dealing with poor behaviour 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 poor behaviour, 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.

Any triggers of poor behaviour will be monitored and preventative measures may include:

- Short planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Considering uniform adjustments for a pupil with diagnosed sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

### **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.

### **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.

### **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.

### **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 could include the following measures:

- Having a discussion with the pupil
- Having a discussion with the parents
- Reintegration meetings including with parents
- Daily contact with a specific member of staff
- Asking the DSL to look into the pupil's circumstances outside of school
- A personalised behaviour plan
- Considering whether the current support the school is offering is still suitable

## **Pupil transition**

### **Inducting incoming pupils**

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

### **Preparing outgoing pupils for transition**

To ensure a smooth transition to the next academic year, pupils have transition sessions with their new teacher(s). To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues is transferred to relevant staff at the start of the term or year.

## **Training**

As part of their induction process, staff are provided with this policy and other relevant safeguarding policies. Staff receive training on managing behaviour and the needs of the pupils at the school.

## **Links with other policies and guidance**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection policy
- Positive handling guidance
- Anti bullying strategy
- Searching, screening and confiscation guidance

## Appendix 1

### **Steephill Rules for Life**

**S**how kindness in all that you do

**T**eamwork achieves more

**E**njoy being yourself

**E**ncourage one another

**P**ersevere when things are hard

**H**onesty when we make mistakes

**I**nspire others with your actions

**L**ook after the environment

**L**et your imagination fly.....

## Appendix 2

### Whole school Behaviour Chart

#### Positive recognition

<b>Head Teacher's Award</b> (recognition of excellence in class the child has produced an excellent piece of work that highlights many learning skills or recognition of consistently meeting expectations over a prolonged period )
<b>5 House points</b> (Recognition of working well during the school day. A role model to the class by being an efficient learner and following school expectations consistently )
<b>1 House point</b> (Recognition for working well during a session, supporting peers and completing the work set to the best of their ability)
<b>Well done, I am proud of you</b> It has been recognised that you are following school expectations and contributing well to the lessons.

<b>WARNING!!</b> The teacher or TA has had to pause the teaching and learning process because the child is causing a distraction. <ul style="list-style-type: none"><li>● Prodding others</li><li>● Rocking on chairs</li><li>● Talking when an adult is talking.</li></ul>
<b>Stage 1</b> The class teacher or member of staff who moved pupils to this stage must carry out a 5 minute playtime time out. If warning behaviours continue, an automatic move to a stage 2 will follow. <ul style="list-style-type: none"><li>● Inappropriate shouting/ calling out or noise making</li><li>● Throwing equipment</li><li>● Breaking equipment</li><li>● Refusal to do work</li><li>● Not cooperating</li><li>● Not following school rules</li><li>● Defacing work or equipment</li><li>● Disturbing others whilst learning.</li></ul> <p style="text-align: center;"><b>5 incidents over the week will result in a letter home.</b></p>
<b>Stage 2</b> Once a child has reached this stage they will automatically have a lunchtime detention carried out by a member of SLT. It will be for 10mins. <ul style="list-style-type: none"><li>● Repeated stage 1 behaviours lead to stage 2</li><li>● Swearing</li></ul>

- Acts of deliberate violence
- Leaving the classroom
- Destroying of equipment
- Climbing on equipment
- Consistent refusal and non-cooperation
- Inappropriate use / unsafe use of classroom equipment.
- Seeking to upset the same individual or group / persistently displaying behaviour that has the potential to be classed as bullying.
- Inappropriate hand gestures
- Intentionally defacing equipment, or work belonging to others

**All stage 2s issued must be recorded on CPOMS. 3 logged in a week will result in a letter home from a member of SLT.**

#### **FINAL**

Immediately taken to Head teacher or SLT member in the HT's absence.

- Repeated stage 2 behaviours lead to final
- Pupils persistent refusal to cooperate that leads to behaviours that may put themselves or other pupils or staff in danger
- Deliberate harming and violence towards others
- Sexualised behaviour
- Vindictive bullying that is persistent

Any incident resulting in a final will result in verbal communication with parents or carer

**Individual Behaviour Support Plan**

A Behavioural Support Plan (BSP) is a school based programme which is meant to help a child to improve their social, emotional and behavioural skills. The BSP will identify precise and specific targets for the child to work towards.

The aim of a BSP is to promote the child's social inclusion and help reduce the possibility of the child's permanent exclusion. The BSP aims to involve the child in the challenge of improving their behaviour and social skills. As a result of a BSP, a child should be able to better manage their behaviour and/or improve their attendance at school.

<b>Steephill School Individual Behaviour Plan</b>			
<b>Name:</b>	<b>Class:</b>	<b>Date:</b>	<b>Plan number:</b>
<b>Nominated staff member to oversee plan:</b>			
<b>Review Date:</b>			
<b>Additional areas of need (complete prior to meeting):</b>		<b>Additional provision in place (complete prior to meeting):</b>	
<b>School views and concerns:</b>			
<b>Parent/carers views and concerns:</b>			
<b>Child's views and concerns:</b>			
<b>Areas of school life where the child experiences successes:</b>			
<b>Rewards which have worked in the past:</b>			