

# Behaviour Management Policy



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## Statement of Intent

Our mission is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

## Our Vision

The TEACH Trust supports our children to become empowered citizens that make a meaningful contribution to society. Our curriculum reflects our locality and all it offers and aims to educate all children in matters which affect humanity in the wider world: these include all matters that relate to the climate and the world around us, such as climate change; the importance of respecting and celebrating the importance of equality and diversity; and being responsible global citizens.

We have the highest aspirations for our children: the broad and balanced curriculum promotes learning, provides cultural capital and supports spiritual, moral, social and cultural development. The Rights Respecting Gold awards and Anti Bullying awards reflect some of many ways in which education for character are integral to the work of our schools and highlights our focus on the children's personal development.

We aim to inspire our children to be socially conscious individuals who make a difference to the world. All our children secure the key learning and skills they will need to become lifelong learners and gain employment. Our ultimate aim is to improve all our children's life chances and prepare them to thrive in their future lives.

Under the Equality Act 2010 and the Public Sector Equality Act which came into force in April 2011, the Trust has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## Aims

Our schools create a culture that promotes excellent behaviour through the promotion of a clear vision and shared values which are exemplified through the behaviour of all members of the TEACH community. Through our rights respecting ethos, we promote the values of Trust; Excellence; Aspirations; Collaboration and Honesty so that children develop an understanding of truth and fairness, and make a positive contribution to the school and wider community. High standards and clear rules reflect the values of the school and outline the expectations and consequences of behaviour for everyone.

This policy provides details on how staff will support pupils to meet these expectations.

The Headteacher determines measures which aim to:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour of pupils;
- promote, among pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
- otherwise regulate the conduct of pupils.

The Headteacher will act in accordance with the current statement of behaviour principles made by the Trust Board and have regard to any guidance provided by the Trust Board on promoting good behaviour at the school. This is a core responsibility of the Headteacher and cannot be delegated.

For all TEACH schools, establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the schools are a safe environment for all pupils. All staff are made aware of the measures outlined in this policy, how they should implement them and how these contribute to safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping Children Safe in Education (KCSIE).

## The national minimum expectation of behaviour

Headteachers take responsibility for implementing measures to secure acceptable standards of behaviour. They ensure the schools' approach to behaviour meets the following national minimum expectation:

- high expectations of pupils' conduct and behaviour are commonly understood by staff and pupils and applied consistently and fairly, to contribute to a calm and safe environment;
- school leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy and agreed routines;
- measures are in place and both general and targeted interventions are used to improve pupils' behaviour and support is provided to all pupils to help them meet behaviour standards;
- disruption is not tolerated, and pupil behaviour does not normally disrupt teaching and learning or school routines;
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, and everyone is treated respectfully; and
- any incidents of bullying, discrimination, aggression, and derogatory language (including name-calling) are dealt with quickly and effectively.

## A Trust-wide approach to behaviour

TEACH schools are Rights Respecting schools and the United Nations rights of the child will be upheld through the school day. A collectively agreed charter sets well-defined boundaries, key behaviours, rules and routines. These will be displayed throughout the school and consistently used by all adults and pupils. Rights Respecting language must be applied at all times.

We ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos and values of the school; how pupils are taught and encouraged to behave; the response to misbehaviour and the relationships between staff, pupils and parents.

The consistent and fair implementation of the measures outlined in this behaviour policy is central to an effective whole-school approach to behaviour. Staff receive clear guidance about school expectations of their own conduct in the classroom and in all public areas. Everyone is expected to

treat one another with dignity, kindness and respect so that both pupils and staff can thrive, achieve and build positive relationships between themselves.

## The school behaviour curriculum

The TEACH Trust behaviour curriculum defines the expected behaviours in school. It is centred on what Rights Respecting behaviour looks like and defining it clearly for all parties. Children are taught the key habits and routines required by the school. Establishing and rehearsing these routines contributes to a calm environment.

Good behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This is achieved through positive reinforcement through rewards but also sanctions where rules are broken. Rewards and sanctions are equally important and necessary to support the Trust-wide culture. This develops a positive culture where all pupils feel safe and able to learn and staff feel supported and able to teach.

Appropriate adjustments are made to routines for pupils with additional needs, where appropriate, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments are made proactively and by design, where possible. The adjustments needed for those pupils with special educational needs and disabilities whose condition may, at times, affect their behaviour, is set out in the section 'Behaviour expectations and pupils with Special Educational Needs and Disability (SEND)' in section 10.

## School Expectations

At all of our schools, we teach, model and live the UNCRC and all our school charters focus on four Trust-wide rights:

All children have the right to play and learn (Articles 13, 23, 28, 29, 31)

All children have the right to be safe (Articles 11, 19, 20, 24, 27, 33, 34, 37, 39)

All children have the right to respect and dignity (Articles 16, 17, 23)

All children have the right to share their views (Article 12).

In order to ensure that all children receive these rights, we have the following non-negotiable school expectations for both our infant schools:

- 1) Look at and listen silently to the person speaking.
- 2) Follow instructions right away.
- 3) Let others get on with their learning.
- 4) Respect each other.
- 5) Use manners and be polite.
- 6) Have kind hands, feet and words.

We have the following non-negotiable school expectations for both our junior schools:

- 1) Give your silent attention.
- 2) Follow instructions straight away.
- 3) Allow everyone to get on with their learning.
- 4) Respect everyone.

- 5) Use manners and be polite.

Consistent and clear language, informed by the Rights Respecting approach, is used when praising positive behaviour and addressing misbehaviour.

## Rewards and positive recognition

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using rewards and positive recognition provides an opportunity for all staff to reinforce the school's Rights Respecting culture and ethos. Rewards and positive reinforcements are applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. These rewards include the following:

- verbal praise and positive reinforcement;
- Good to be Green cards are used to celebrate and reinforce positive learning behaviours (junior schools)
- communicating praise to parents via phone call, written correspondence or a positive postcard;
- certificates awarded in celebration and values assemblies;
- whole-class or year group rewards, such as a popular activity;
- stickers and personalised reward charts;
- house point system (junior schools)
- sparkle time (infant schools)
- classroom-based rewards
- prizes, such as bowling vouchers, to acknowledge exceptional contribution to the school community.

## The role of school leaders

The Headteacher is ultimately responsible for implementing measures which secure acceptable standards of behaviour.

School leadership is highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. The leadership team ensure that all new staff are 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.

School leaders organise appropriate training which is required for staff to meet their duties and functions within the behaviour policy. This includes ensuring that staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health problems may, at times, affect a pupil's behaviour.

Special provision is facilitated by school leaders for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where it is necessary, extra support and training is provided for pupils who arrive at the school with additional needs or circumstances.

## The role of teachers and staff

Staff have an important role in developing a calm, positive, structured and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should teach and model expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help and support when needed. They should also constantly challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school norms, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

## The role of pupils

All pupils are expected to demonstrate Rights Respecting behaviours so that all pupils can learn in an environment that is calm, safe, supportive and where everyone is treated with dignity and respect. To achieve this, every pupil is made aware of the school expectations and consequence processes.

Through regular pupil conferencing and surveys, pupils are expected to provide honest feedback on the school's behaviour culture.

## The role of parents and carers\*

The role of parents is crucial in helping our schools develop and maintain good behaviour. To support the school, parents are encouraged to familiarise themselves with the schools' behaviour policy and where possible, take part in the life of the school and its culture.

\*Henceforth, any reference to the term 'parent' is inclusive of 'carers' and anyone else with parental responsibility

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Parents/carers have an important role in supporting the schools' policy. The school will make parents aware when their children are exceeding or not meeting behavioural expectations and parents should support the schools' behaviour policy by having equally high expectations of behaviour outside of school.

Parents should maintain positive relationships with the schools. Where appropriate, parents are expected to engage positively with any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place and reintegration meetings.

Through regular surveys and other opportunities for communication with the schools, for example, parent consultations and parent forums, parents are expected to provide honest feedback on the schools' behaviour culture.

## Behaviour expectations and pupils with Special Educational Needs and Disability (SEND)

Our schools consider how a whole-school approach can meet the needs of all pupils in the school, including pupils with SEN or a disability so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

Some behaviours are more likely to arise from types of SEN or disabilities. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of

misbehaviour will be connected to their SEND. Where a pupil's SEND may impact on standards of behaviour, the graduated approach is used to assess, plan, deliver and review support provided.

The law requires flexibility in how to meet these needs. In particular:

- schools have duties under the Equality Act 2010 to make reasonable adjustments to policies, practice, and criteria for disabled pupils;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEN; and
- if a pupil has an Education, Health and Care Plan the provision set out in that plan must be secured and the school must co-operate with the local authority and other bodies over that.

As part of meeting any of these duties, where appropriate, the school will anticipate likely triggers of misbehaviour and put in place support to prevent these.

## Responding to incidents of misbehaviour

When a member of school staff becomes aware of misbehaviour, they should respond in accordance with this school behaviour policy. Their priority should be to ensure the safety of the pupil, other pupils and staff and to restore a calm and orderly environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

It is important that all staff across a school respond in a consistent manner so pupils know with certainty that misbehaviour will always be addressed, and that context will be taken into account. De-escalation techniques should be used to prevent further behaviour issues arising and recurring. Where necessary, sanctions should quickly follow the incident.

Where appropriate, staff should take account of any contributing factors that are identified after an incident of misbehaviour has occurred: for example; if the pupil has suffered bereavement; experienced abuse or neglect; has mental health problems; has been subject to bullying; has needs including SEN or a disability (including any not previously identified); has been subject to criminal exploitation or is experiencing significant challenges at home.

## Sanctions

Sanctions should be applied clearly and consistently to reinforce the routines, expectations and norms of the schools' behaviour culture.

Staff ensure a restorative discussion takes place to enable the pupil to understand why they received the sanction and what they need to do in the future to improve their behaviour.

Sanctions should not be considered in opposition to rewards, but rather as two complementary strands of intervention that reinforce our schools' positive behaviour culture.

Examples of sanctions may include:

- a verbal reprimand;
- a yellow card (warning) being given, using the Good to be Green system (junior schools)
- the setting of tasks such as providing an account of their poor behaviour;
- loss of privileges;
- school-based community service, such as tidying a classroom;



- suspension;
- detention (junior schools); and
- in the most serious of circumstances - permanent exclusion.

TEACH staff will not assume that because a pupil has SEN or a disability that this must have affected their behaviour on a particular occasion – this is a question of judgement for the school based on the facts of the situation. Nor will there be any assumption that a pupil’s SEN or disability automatically requires behavioural support to be put in place – needs are considered on an individual basis.

Our schools will consider whether a pupil’s SEN or disability has contributed to the misbehaviour and if so, whether it is appropriate to sanction the pupil. To do this, schools evaluate whether the pupil understood the rule or instruction and whether the pupil was unable to act differently as a result of their SEN or disability.

TEACH schools will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. School staff will seek to understand the underlying causes of behaviour and whether additional support is needed.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. In responding to misbehaviour, staff will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, school staff should follow the school’s child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children’s social care is appropriate.

Alternative arrangements for sanctions are considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective based on their knowledge of that pupil’s personal circumstances. Any such decisions are made with regard to the impact on consistency and perceived fairness overall.

## What the law allows

Under the direction of the Headteacher, school staff can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the member of staff can impose a sanction on that pupil.

Staff can sanction pupils at any time the pupil is in school or elsewhere under the charge of a member of staff, including on school visits. Staff can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school.

A sanction will be lawful if it satisfies the following three conditions:

- The decision to sanction a pupil is made by a paid member of school staff (but not one who the Headteacher has decided should not do so) or an unpaid member of staff authorised by the Headteacher;
- The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

The Headteacher will consider whether a sanction is proportionate in the circumstances of the case and consider any special circumstances or protected characteristics relevant to its imposition. The decision about whether and, if so, how to sanction needs to be taken in a way that is consistent with the usual duties that the school has under the Equality Act 2010.

## Detentions

The Headteacher can decide which members of staff can put pupils in detention. A detention is a period of time where the pupil is required to remain under supervision of school staff when their peers have been allowed to go to break and can be used as an effective deterrent to future misbehaviour. In junior schools only, a detention may take place after the end of the school day.

If a detention is deemed an appropriate sanction, the pupil will receive further guidance about what they did wrong; the impact of their actions; how they can do better in the future and what will happen if their behaviour fails to improve. They may also be offered support where necessary or given the opportunity to inform the school of any perceived obstacles to their improvement, such as their home circumstances.

What the law allows:

Teachers have authority to issue detention to pupils, including same day detentions. A detention outside normal school hours (junior schools only) will be lawful, and does not require parental consent, if it meets the following conditions:

- the matters considered when imposing detentions (below);
- the pupil is under 18;
- the Headteacher has communicated to pupils and parents that detentions outside school session may be used;
- the detention is held on any school day where the pupil does not have permission to be absent;
- the detention is held on weekends during term time - except a weekend during, preceding or following the half term break; or
- the detention is held on non-teaching days – usually referred to as ‘training days’, ‘INSET days’ or ‘non-contact days’, except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term.

## Matters considered when imposing detentions

School staff will not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention will consider the following points:

- whether the detention is likely to put the pupil at increased risk;
- whether the pupil has known caring responsibilities, which mean that the detention is unreasonable;
- whether the detention timing conflicts with a significant mental or physical health appointment;
- whether the parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and

- whether suitable travel arrangements can reasonably be made by the parent/carer for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

If imposing a lunchtime detention, staff will allow reasonable time for the pupil to eat, drink and use the toilet.

## Power to use reasonable force

There are circumstances when it is appropriate for staff in school 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. For further information on this, see the TEACH Trust Physical Intervention Policy.

## Searching and confiscation

Searching can play a critical role in ensuring that schools are safe environments in which pupils can learn and thrive.

School staff can search a pupil for any item if the pupil agrees. Schools are not required to have formal written agreement from the pupil. For example, a teacher may ask a pupil to turn out their pockets or ask if they can look in their bag. If a pupil refuses to cooperate with such a search, the teacher can apply an appropriate sanction as set out in the school's behaviour policy.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully.

The Headteacher will ensure that a sufficient number of trained staff are present during any search and that the rights of all those involved are observed.

In the event of such incidences, appropriate sanctions will be applied in consultation with other services where necessary.

If staff have reasonable grounds for suspecting a pupil is in possession of a 'prohibited item', Headteachers and authorised school staff may use such force as is reasonable given the circumstances to conduct a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, vapes and e-cigarettes, fireworks, explicit 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.

In the event of incidences in which prohibited items or those banned under school rules are found in a pupil's possession, appropriate sanctions will be applied in consultation with other services where necessary. Furthermore, where prohibited items are found in a pupil's possession, the designated safeguarding lead will be informed and an assessment of risk undertaken in line with the school safeguarding policy.

## Suspected criminal behaviour

In cases when a member of staff or Headteacher suspects criminal behaviour, the school will:

- make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case;
- document all investigations and make every effort to preserve any relevant evidence;
- make a decision as to whether to report to the police and, if so, ensure any further action they take does not interfere with any police action taken;
- retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

If the alleged perpetrator of the crime is less than ten years of age, below the age of criminal responsibility, the police will take a welfare approach. When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping Children Safe in Education, it would be expected in most cases that the Designated Safeguarding Lead (or Deputy DSL) would coordinate the response.

## Child-on-child abuse and harassment

Schools will not tolerate any form of child-on-child abuse or harassment. All staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as 'just banter', 'just having a laugh', 'part of growing up' or 'boys being boys' can lead to a culture of unacceptable behaviours, an unsafe environment for children and, in worst case scenarios, a culture that normalises abuse. This can lead to children accepting it as normal, and not coming forward to report it. Staff are trained and are proactive in looking for and identifying potential indicators that abuse may have taken place. Staff actively encourage children to report incidents of child-on-child abuse or harassment by holding regular peer conferencing sessions. Pupils are consulted to provide school staff with feedback on any issues they face in the school and to allow school staff to gain a more accurate picture of what goes on in school between pupils. With the support of the victim, we fully investigate all reports of child-on-child abuse, regardless of if it takes place on school premises, or in the wider community. Parents are made aware of any incidents of child-on-child abuse and harassment and we encourage working closely with parents. We liaise with outside agencies to ensure that support is given to the victims and perpetrators, and follow up all investigations by outside agencies. (see TEACH Trust Child Protection Policy and KCSIE)

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

## Supporting pupils following a sanction

Following a sanction, in order to support pupils to meet the behaviour expectations of the school, strategies should be considered to help pupils to understand how to improve their behaviour. These include, but are not limited to the following:

- a restorative discussion with the pupil;
- a phone call with parents, and the Virtual School Head for looked after children (where appropriate);
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- inquiries into circumstances outside of school, including at home, conducted by the Designated Safeguarding Lead or a Deputy DSL; or
- considering whether the support for behaviour management being provided remains appropriate (see section below on initial intervention).

Designated staff are appropriately trained to deliver behaviour interventions, which are often part of a wider approach that involves the wellbeing and mental health of the pupil.

## Removal from classrooms

Removal is where a pupil, for disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff.

Removal may be used for the following reasons:

- To restore order and calm following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can be continued in a managed environment.

Removal is only used when all other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Following any incidence of removal, staff will follow a clear process for re-integration into the classroom when appropriate and safe to do so. Parents will be informed on the same day if their child has been removed from class. (For further detail, see appendices 3 and 4).

Removal should be distinguished from the use of safe spaces or withdrawal for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate their emotions e.g. because of identified sensory overload, as part of a planned response or to pre-empt escalation in response to early indicators.

Additional approaches are applied to support pupils who are frequently removed from the classroom to prevent recurrence of misbehaviour.

## Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, orderly, safe and supportive environment.

Headteachers can make the decision to 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. (See appendices 5 and 6)

The circumstances that may warrant a suspension or permanent exclusion adhere to the DfE statutory guidance: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf)

In the event of a suspension, the following actions will be taken:

- Headteacher, or the Deputy Headteacher, will phone the parents and inform them of the decision and outline the reasons;
- a letter to the parents will be given to outline the reasons for the suspension;
- work will be sent home to complete for the period of the suspension;
- the suspension will be recorded on the school management information system and the reason given;
- where relevant, social workers and virtual school heads are informed if a child in their care has been excluded
- local authorities are notified of all suspensions immediately
- a reintegration meeting will be held with the child and their parents, with minutes taken, when they return to school; and
- the child will be supported on a behaviour support plan to reduce the risk of further suspensions.

## Behaviour outside of school premises and online

Headteachers have the power to sanction pupils for misbehaving outside of the school premises to such an extent as is reasonable, in accordance with the school behaviour, rewards and sanctions system.

Conduct outside the school premises and online conduct that teachers might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;

- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

## Monitoring and evaluating school behaviour

TEACH Trust schools have strong and effective systems for monitoring and analysing data in relation to behaviour incidences. Data is regularly reported to Trustees and the DfE, and is used to inform improvements to school practices. A centralised electronic platform (MyConcern) is used to efficiently track behaviour incident data to ensure the application of this policy is manageable for all staff. Analysing the data by protected characteristic and using those findings to inform policy and practice, ensures TEACH Trust schools meet our duties under the Equality Act 2010.

**Date: July 2022**

**Reviewed: September 2023**

**Date of next review: September 2024**

## Appendix 1



### Infant School Reward Systems

TEACH Trust schools aim to implement a positive ethos and create a climate where praise and encouragement far outweigh the need for sanctions.

**Infant schools** operate a 'Reach for the Stars' reward scheme for all children. Each week, all children start on the 'sun'. If a child follows the Classroom Charter, demonstrating rights respecting behaviour, then an adult can ask them to move their peg up to the 'rainbow'. Finally, if the excellent behaviour continues then the child can move their peg onto the 'shooting star'. During Sparkle Time, children with their peg on the 'shooting star' choose their activity first, followed by the children with their peg on the 'rainbow' and so on. At the end of each day, any pegs that are on the 'cloud', which are kept on the teacher's desk, will be returned to the 'sun', ready for a fresh start the following day. Children miss one minute of Sparkle Time every time their peg is moved to the 'cloud'.

Further rewards used alongside the 'Reach for the Stars' scheme are as follows:

- Positive comments given verbally to a child/written on their learning.
- Stickers given for good learning/appropriate behaviour.
- The class character can be taken home.
- Certificates awarded in assemblies across the week.
- Positive postcards are sent home to let parent(s)/carer(s) know 'good news' about their child, to acknowledge kindness, respect and care shown to others in the school community.
- Contacting parent(s)/carer(s) directly to let them know about the excellent behaviour.
- When necessary, individual reward charts are used for some children.
- Class-based systems such as keeping tally of points to achieve a target or prize.



## Appendix 2



### Junior School Reward Systems

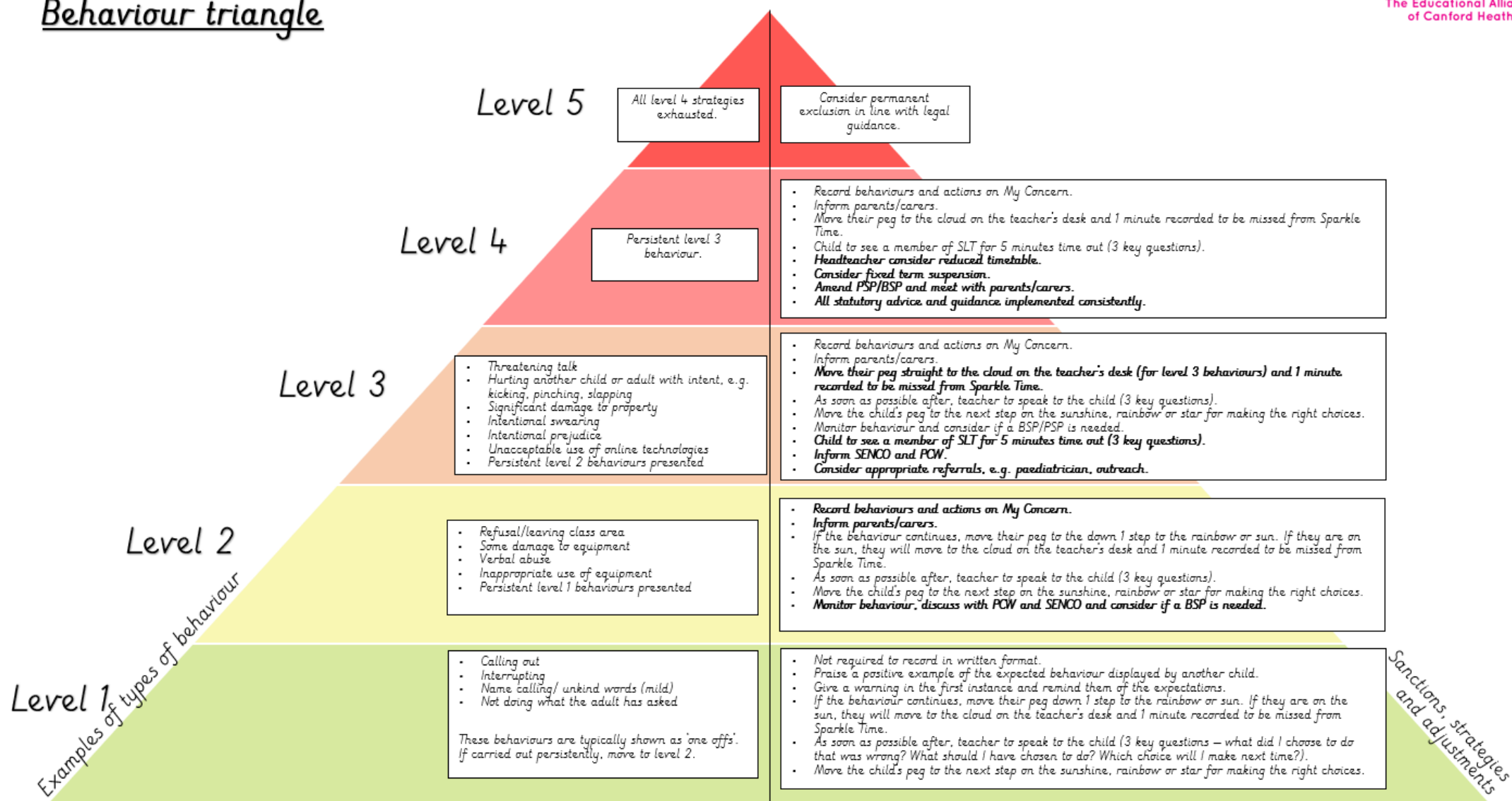
**Junior schools** operate a House Point reward scheme: children are allocated to a house when they start at the school and they remain in this house throughout their time at this school. House captains are elected from Year 6 each year using a democratic voting system which involves all pupils and staff across the school. House points are awarded to children when they have made a great effort, produced an excellent piece of work (appropriate to their ability) or made a great contribution to the school community. Any member of staff can award these house points. The house captains total the house points at the end of each week and announce the results at a whole school celebration assembly, giving particular thanks to children who have earned 5 or more house points. House points are accumulated throughout the year and certificates are issued during celebration assemblies which parent(s)/carer(s) are invited to. The certificates are issued as follows:

|                                    |                  |
|------------------------------------|------------------|
| Bronze certificate                 | 20 house points  |
| Silver certificate                 | 40 house points  |
| Gold certificate                   | 60 house points  |
| Platinum certificate               | 80 house points  |
| Head teacher award and special pen | 100 house points |

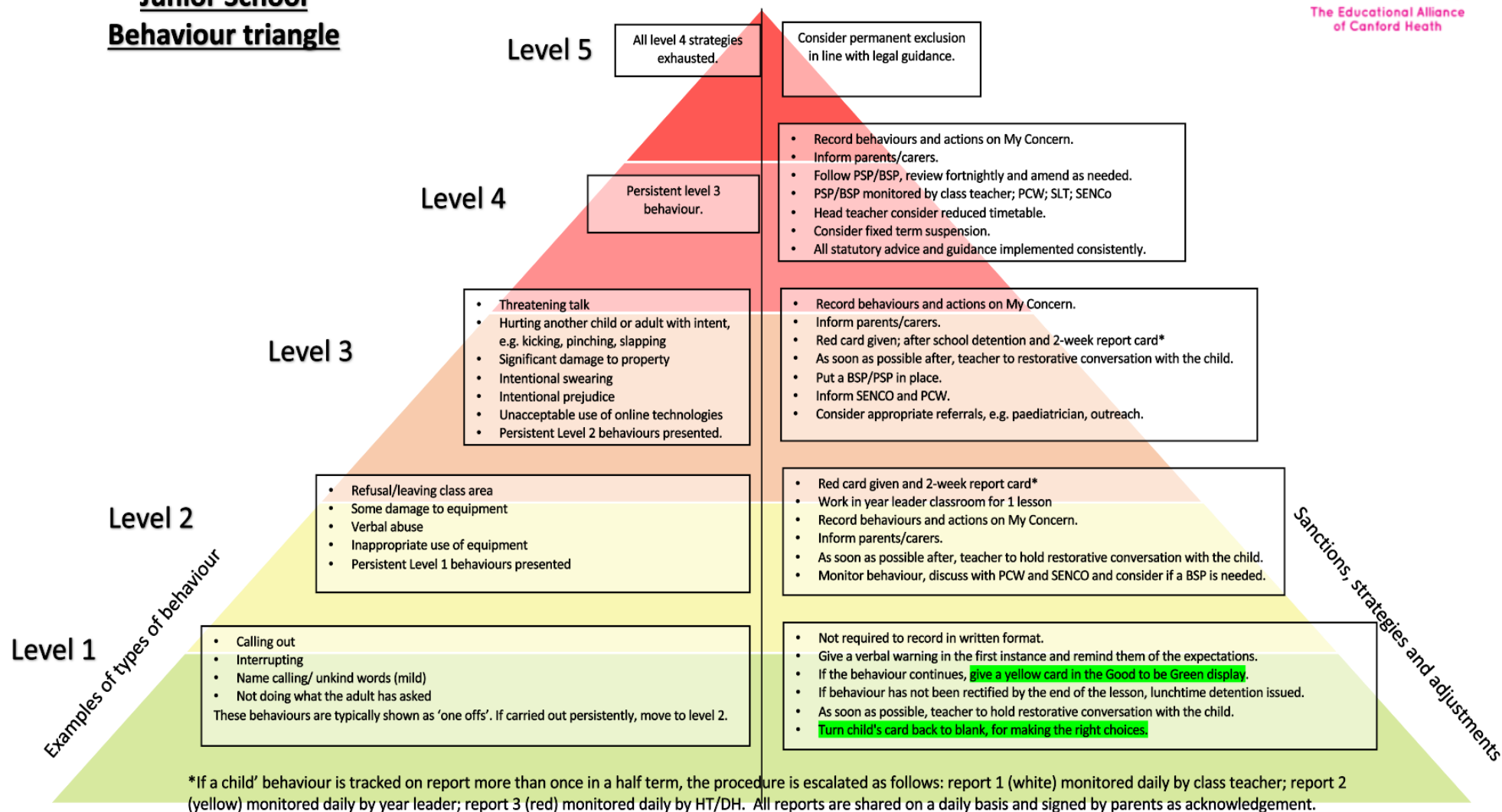
Further rewards used alongside the House Point scheme are as follows:

- Teachers identify pupils within each class who have demonstrated rights' respecting behaviour and one of our school values. These children are presented with a 'Values' certificate and celebrated during assemblies.
- Good to be Green system is used to celebrate and reinforce positive learning behaviours
- Teachers use the homework diaries to communicate good news to parent(s)/carer(s).
- All staff who supervise play ensure that children are recognised for positive behaviour and conduct at lunchtime.
- Positive postcards are sent home to let parent(s)/carer(s) know 'good news' about their child, to acknowledge kindness, respect and care shown to others in the school community.
- Verbal praise, thumbs up, stickers, recognition boards or other teacher-led rewards will also be given to praise pupils for their positive contributions.
- Throughout the year, children's positive behaviour is celebrated as part of our year group, awards and celebration assemblies.
- Class-based systems such as keeping tally of points to achieve a target or prize.

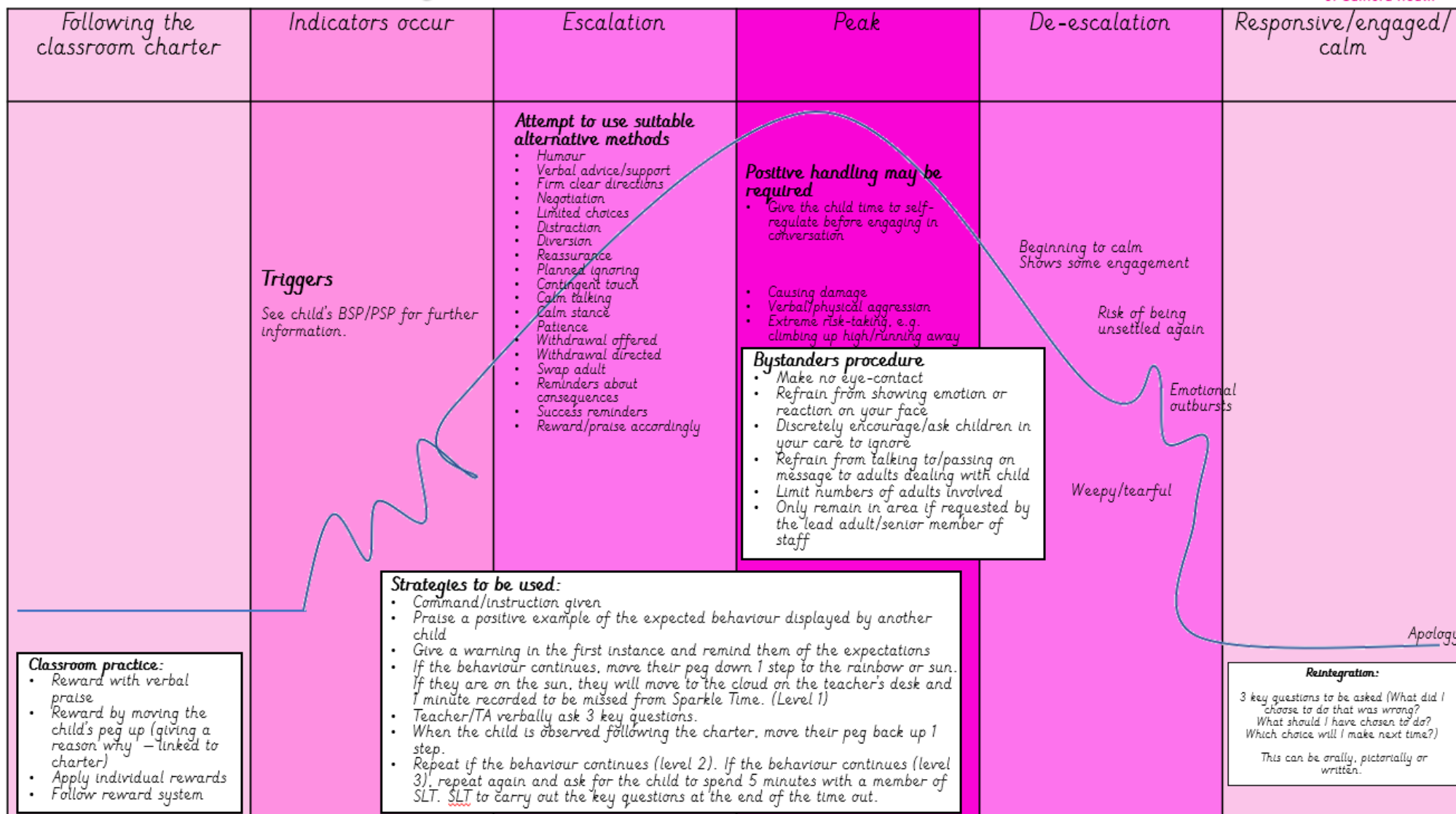
# Behaviour triangle



**Junior School  
Behaviour triangle**



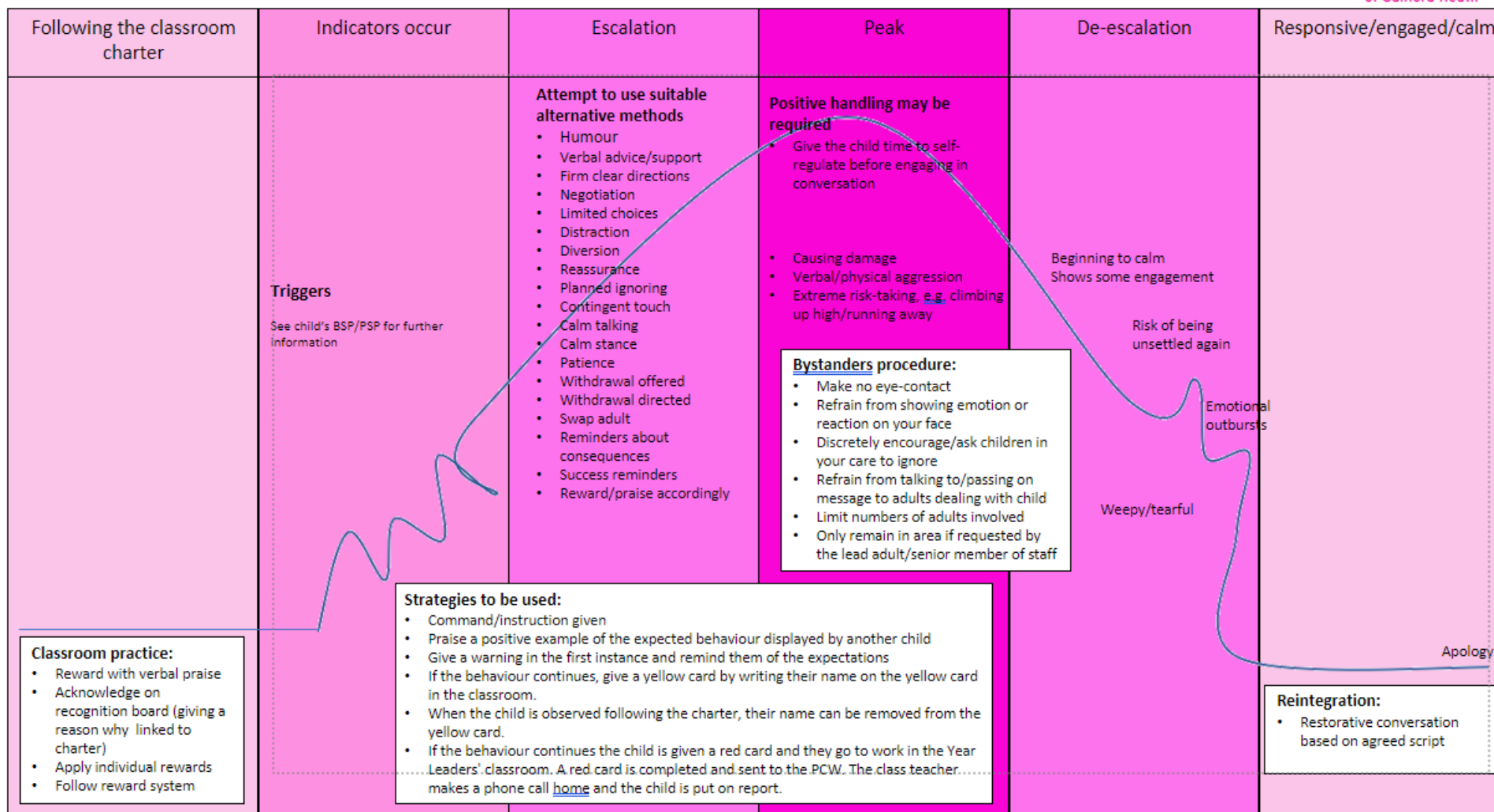
# Infant School Escalation cycle



**Strategies to be used:**

- Command/instruction given
- Praise a positive example of the expected behaviour displayed by another child
- Give a warning in the first instance and remind them of the expectations
- If the behaviour continues, move their peg down 1 step to the rainbow or sun. If they are on the sun, they will move to the cloud on the teacher's desk and 1 minute recorded to be missed from Sparkle Time. (Level 1)
- Teacher/TA verbally ask 3 key questions.
- When the child is observed following the charter, move their peg back up 1 step.
- Repeat if the behaviour continues (level 2). If the behaviour continues (level 3), repeat again and ask for the child to spend 5 minutes with a member of SLT. SLT to carry out the key questions at the end of the time out.

### Junior School Escalation cycle



## Equality Impact Assessment

| Question  | Response                      |             |
|---|-------------------------------|-------------|
| Which relevant groups and stakeholders have been consulted with in relation to this policy? |                               | Please tick |
|   | Pupils                        |             |
|   | Trustees                      |             |
|   | Staff                         | ✓           |
|   | Parents/Carers                |             |
|   | Local Authority               |             |
|   | Trade Unions                  |             |
|   | Other Advisors (give details) |             |
| What are the arrangements for monitoring and reviewing the actual impact of the policy?     | Termly                        |             |
|   | Annually                      | ✓           |
|   | When applied                  |             |
|   | If legislation changes        | ✓           |
|   | If a formal complaint         |             |

| Does the policy affect one group less or more favourably than another on the basis of: | Y/N |
|--|-----|
| Disability   | N   |
| Gender reassignment  | N   |
| Marriage or civil partnership  | N   |
| Pregnancy and maternity  | N   |
| Race   | N   |
| Religion or belief   | N   |
| Sexual orientation   | N   |
| Sex (gender)   | N   |
| Age  | N   |
| SEN  | Y   |
| Vulnerable   | Y   |
| Traveller, migrant, refugees and people seeking asylum                                 | N   |
| EAL  | Y   |

|   | Y/N | Comments/Actions   |
|---|-----|--|
| <b>Is there any evidence that some groups are affected differently?</b>                                     | Y   | <b>Access arrangements vary for children with specific needs</b> |
| <b>If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?</b> | Y   | As per annually published DfE statutory guidance                 |
| <b>Is the impact of the policy likely to be negative?</b>   | N   |  |
| <b>If yes, can the impact be mitigated by taking different action?</b>                                      | N/A |  |