Little Hadham
Primary School

Positive Behaviour

Agreed by the staff Summer 26

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1. Aims

This policy aims 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
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Treating Children Fairly and Restoratively

At Little Hadham Primary School we believe that every child deserves to be treated with dignity, respect and fairness. Fairness does not always mean treating every child in exactly the same way; rather, it means ensuring that each child receives the support, guidance and challenge they need in order to succeed.

“There is nothing more unequal than the equal treatment of unequal people.” *Thomas Jefferson*

Our approach recognises that children come to school with different experiences, strengths, needs and challenges. Therefore, while expectations remain high for all pupils, responses may be adapted to help children learn, regulate and make positive choices. Our three core expectations underpin everything we do:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

These simple expectations guide behaviour in every area of school and help every child to flourish.

Criteria for Fairness in the Classroom

- Every learner will be challenged.
- Every learner will invest time and effort in learning.
- Every learner has the right to learn something new.
- Every learner has the right to an equivalent opportunity for enjoyment, success and belonging.
- Every learner will be supported to repair relationships and learn from mistakes.

Our Restorative Approach

We believe that behaviour is best improved through relationships, reflection and restoration. When difficulties occur, our first aim is to help children understand what happened, who has been affected, and how the situation can be put right.

Restorative conversations may include questions such as:

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected?
- What could you do differently next time?
- How can we repair the situation and move forward positively?

Children are encouraged to take responsibility for their actions, make amends where appropriate, and rejoin the school community with a clear understanding of how to make better choices in the future.

Important Principles

- Fair is not everyone getting the same thing; fair is everyone getting what they need in order to be successful.
- The behaviour policy is designed to teach children to make positive choices through encouragement, recognition, clear boundaries and proportionate consequences.
- For the majority of pupils, consistent routines, restorative conversations and positive recognition will support behaviour development effectively.
- For a small number of pupils, particularly those with additional needs or SEND, behaviour may require a differentiated and personalised approach. In these circumstances, staff will work with parents, the SENDCo and senior leaders to identify appropriate support and reasonable adjustments.

3. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

4. Definitions

Serious misbehaviour is defined as:

- a breach of the School Behaviour Code
- showing disrespect to others
- disobedience, rudeness, answering back or aggression to another person
- bad manners
- physical violence, to include biting, spitting, hitting and kicking
- making unkind remarks or racist/homophobic comments
- foul language and swearing
- breaking school or offsite rules
- damaging school property
- running inside school
- interfering with property of others without their permission
- bringing in inappropriate things from home
- stealing
- preventing others from learning
- bullying (i.e. planned, systematic actions - physical/emotional- repeatedly against another, without provocation)
- wilfully telling lies

- intentional mis-use of e-safety agreement
- intentionally accessing areas of the school or information that the pupil is not permitted to access

- Sexual violence(including intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour such as 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 (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
    - Mobile phones or smart devices
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or 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)

5. Bullying

Please refer to our Anti-Bullying Policy.

6. Roles and responsibilities

6.1 The governing board

The Curriculum & Standards Committee together with the link governor for Behaviour is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher

- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

6.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Curriculum & Standards Committee and the link governor for Behaviour
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Meet and greet children positively.
- Model respectful behaviour and emotional regulation.
- Use calm, consistent language and avoid shouting unless safety requires it.
- Listen to children and treat them as individuals.
- Use restorative conversations to help children reflect and repair.
- Follow up behaviour incidents and support children to make better choices.
- Recognise effort, kindness and positive contributions throughout the day.

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

6.4 Parents and carers

Parents and carers, where possible, should:

- Support the school's behaviour expectations.
- Encourage respectful behaviour at home.
- Help children understand the school's values.
- Inform the school of any circumstances that may affect behaviour.

- Share concerns promptly so that support can be provided.
- Work in partnership with the school to help children succeed.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

6.5 Pupils

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

- Be Ready – prepared to learn and try their best.
- Be Respectful – show kindness, honesty and consideration for others.
- Be Safe – make choices that keep themselves and others safe.
- Take responsibility for their actions and work to repair relationships when things go wrong.

Pupils will be supported to meet the behaviour standards and to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

7. School behaviour curriculum

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills.
At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.
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
- Accept consequences 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 all pupils can meet behavioural expectations in the curriculum.

7.1 Mobile phones and smart devices

Pupils are not permitted to have mobile phones with them on-site during the school day. Should a parent or other responsible adult request that a pupil has a mobile phone for their journey to school, the pupil is expected to hand it in to the office immediately on arrival at school. This will be returned to them when they leave the school premises at the end of the day.

Pupils are also not permitted to wear 'smart' devices, such as watches, to school.

If a pupil is found to have a mobile phone or smart device with them during the school day then they will be required to hand it in to the office immediately and the incident will be treated as serious misbehaviour in line with this policy.

Should a parent wish to contact a pupil during the school day then please do ring the office number and a member of staff will pass on any message to that pupil.

8. Responding to behaviour

At Little Hadham Primary School, we do not simply seek compliance; we seek to help children become thoughtful, responsible and compassionate members of our community. Mistakes are viewed as opportunities for learning, and our restorative approach ensures that children are supported to reflect, repair relationships and move forward successfully.

8.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than 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

8.2 Safeguarding

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

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

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

Please refer to our child protection and safeguarding policy for more information

8.3 Responding to good behaviour

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. As a school, we primarily believe that children should be self-motivated to achieve their best without the inclusion of extrinsic rewards and we promote the principles of a 'Growth Mindset'.

However, we also believe that effort and hard work should be recognised and encouraged and rates of praise for behaviour should be as high as for work and this may be done in the following way:

- Verbal recognition
- Reward jars
- Hot chocolate Friday
- Pupils' work is displayed throughout the school
- Sports awards
- Golden morning/afternoon
- Children sent to Headteacher or Deputy to celebrate their work.

Other systems may be introduced from time to time.

8.4 Responding to misbehaviour

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

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

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

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

The school may use 1 or more of the following consequences in response to unacceptable behaviour as appropriate:

- Children to 'warn' another child by asking them to stop (their 'Little Hadham chance')
- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class

- Setting of written tasks such as a reflection on their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- Referring the pupil to a senior member of staff
- Meeting with other pupils affected by the misbehaviour
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, 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.

8.5 Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

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

8.6 Searching and confiscation

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

8.7a Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing branded school clothing
- In any other way identifiable as a pupil of our school

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

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

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

8.7b Behaviour at Friends PTA Events

During Friends PTA events and activities that take place on or off-site, parents and carers are responsible for the behaviour and supervision of their own children. We ask all families to support the school's expectations for positive, respectful behaviour throughout these events and to supervise their children appropriately. Where a behaviour incident occurs at one of these events, the school will respond appropriately and in line with this policy and may apply sanctions, particularly where behaviour causes concern or impacts on the safety or wellbeing of others.

8.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour 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.

8.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, will the headteacher 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.

8.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

Please refer to our child protection and safeguarding policy for more information

8.11 Malicious allegations

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

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

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

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

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

8.11 Racist or Homophobic Language

At our school, we are committed to creating a safe, inclusive and respectful environment for every child and member of our school community. Racist, homophobic or other discriminatory language is not acceptable, regardless of the context in which it is used. We recognise that children may sometimes use language without fully understanding its meaning or the impact it can have on others. In these circumstances, we will take a supportive and educational approach, helping children to understand why the language is inappropriate and the importance of treating everyone with dignity and respect.

Where a child uses racist or homophobic language, parents or carers will be informed by text message via Arbor, in the same way that we communicate other significant incidents, such as a head injury. This ensures that parents and carers are kept informed and can reinforce the school's expectations at home. Where such language is used on three or more occasions, parents or carers will be invited to meet with a member of the school team to discuss the concerns, consider any underlying needs, and agree how we can work together to support the child in making positive choices.

Our aim is always to educate, support and guide children towards respectful behaviour, while ensuring that discriminatory language is taken seriously and that all members of our community feel safe, valued and included.

9. Serious sanctions

9.2 Removal from classrooms

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

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

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour warrants 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
- As a sanction for one or more incidents of serious misbehaviour

Pupils who have been removed from the classroom are supervised by an appropriate member of staff.

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

Pupils should be reintegrated into the classroom as soon as it is 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/carers will be informed on the same day that their child is removed from the classroom.

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

- Use of teaching assistants
- Long-term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

9.3 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.

10. Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

- Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.
- Examples of our approach to anticipating and removing triggers of misbehaviour are:
- 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
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

10.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

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

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

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

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

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

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

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

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

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

11. Supporting pupils following a sanction

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

12. Pupil transition

12.1 Inducting incoming pupils

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

12.2 Preparing outgoing pupils for transition

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

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

13. Training

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

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

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

14. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searchingand confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed annually by the headteacher and the governing body (who may delegate this task to the link governor for behaviour).

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

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

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

14.2 Monitoring this policy

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

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governors annually.

15. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- E-safety Policy
- Anti-Bullying Policy

Appendix 1: written statement of behaviour principles

- 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
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Curriculum & Standards Committee annually.

Appendix 2: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

Appendix 3: behaviour log and pack

Restorative Practice Reflection Session Support for Staff

When there is conflict in the playground or classroom, the following questions may be used to help sort things out and help pupils put things right and decide what they will do differently next time.

RESTORATIVE AND CHOICE QUESTIONS	NOTES
TIME OUT	It is often helpful to give a pupil time out, with the reassurance that they will be listened to and you will help them sort things out once they have calmed down. It also allows adults to be calmer which can be very helpful.
What happened? Who else was there? What happened first? What happened next? What did you say/do? What did they say/do?	Try to develop a timeline of things that people did and said in as close as possible to the order that these things happened. It is natural to remember things differently from each other, so don't worry if the recollections differ slightly as long as the facts are the same.
What were you thinking and/or feeling when this happened?	If a pupil isn't good at telling you what they were feeling ask them what they were thinking, often they will naturally include their emotions.
What choice did you make? What choice could you have made? Was your choice a helpful one? What do you need to do to put right the choice that you made?	If the restorative questions aren't getting you the answers you feel you need to be able to sort the problem out, try the choice questions. We ask young people to take responsibility and put right their unhelpful choices.
What do you think about it now?	If you have worked through the questions above in enough detail, pupil will often be able to tell you all things that they should have done differently rather than us telling them? Don't worry if your pupil doesn't tell you everything you want to hear, remember RJ is work in progress.
What needs to happen to put this right?	If your pupil thinks that saying sorry puts everything right, if it is appropriate ask them to make an apology of actions not words i.e. what can you do to show x you're sorry? It's ok to help them out by making suggestions if they struggle.
What will you do differently next time?	This question can be very helpful when a pupil has behaved unhelpfully. There are usually triggers to their behaviours and what we are actually often asking is next time you are in that situation how will you manage your emotions and behaviours more respectfully and in a way that everyone can be treated fairly. This can also be asked of someone who has been hurt by the actions of others i.e. If it happens again I will: - ignore it and not hit them, I will tell an adult, I will ask them to stop, I will just ignore it (if appropriate).

Little Hadham Primary School
'Believing and Achieving'

Restorative Practice Reflection Session

Pupil	Class	Date	Staff Member

It would be good to consider who has been affected by this behaviour, what are the needs of those affected by the behaviour and how will this restorative work meet those needs?

What happened? What happened first? Where were you when this happened? What else happened?



What were you thinking?



What do you think about it now?



Who has been affected by what happened and how?



What needs to happen to put this right?



What do you need to do differently?





Tighten then relax your muscles



Ask for time out



Fiddle with something



Imagine something calm or happy



Count to 10



Get Calm First...



Take deep breaths



Take some time to stretch



Guided breathing with an adult



Focus on three things you can see, hear and feel



Time to sit with an adult



Choose a calming object



Something else



Made silly noises



Shouted at someone



Rude to someone



Walked off



Scribbled on work



What happened?



Tore my work



Threw something



Broke something



Swore at teacher



Swore at student



Hurt someone



Something else

 Worried	 Fidgety	 Confused	 Angry
 Scared	 What were you thinking or feeling?		 Excited
 Silly			 Distracted
 Fizzy	 Giggly	 Anxious	 Something else

 Frustrated	 Sleepy	 Restless	 Not sure
 Embarrassed	 What were you thinking or feeling?		 Grumpy
 Shy			 Stressed
 Sick	 Mad	 Out of control	 Something else

 Me	 A friend	 A teacher	 A T.A
 My mum	 Who has been affected?		 My dad
 My family			 Group
 Someone else's mum	 Someone else's dad	 Someone else's family	 Someone else

 Sad	 Sorry	 Guilty	 Ashamed
 Fizzy	 What are you thinking or feeling now?		 Scared
 Worried			 Unsure
 Okay	 Calm	 Better	 Something else



Write it down



Write a letter



Talk with someone



Say sorry



No reward point



What needs to happen to put it right?



Minutes



Draw



Fix something



Make a plan



Make a change



Think about zones



Something else



Talk to a teacher



Ask for time out



Fiddle with something



Talk to someone



Count to 10



Next time I could .....



Take deep breathes



Play with someone else



Sit next to someone else



Walk away



Make a change



Think about zones



Something else