



## **Behaviour & Rewards Policy**

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# **Behaviour and Rewards Policy**

## **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

## **Introduction**

Broadlands Hall School aims to encourage young people to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust and mutual respect for everyone. We believe that good relations, good manners, good social skills and a secure learning environment play a crucial part in the development of intellectually curious young people who are motivated to become life-long learners. Our values illustrate our aims:

- Respect
- Resilience
- Compassion
- Optimism
- Courage
- Fairness

Broadlands Hall School is an inclusive community. We welcome young people from a wide variety of ethnic and social backgrounds, faiths and disabilities. We treat everyone as an individual, aim to develop the whole person and equip young people to take their place in the modern world.

## **Code of Conduct**

Broadlands Hall School believes that education is a partnership between us, parents/carers, the home and social workers. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest standards of behaviour, both inside the classroom, as well as outside the school at home and in the community.

We expect young people to treat staff, and each other, with consideration and good manners and to respond positively to the opportunities and demands of school life. Due to the specific and widely varying needs of the young people, expectations are formed on an individual basis to ensure all behavioural needs are met.

Everyone at Broadlands Hall School has the right to feel secure and to be treated with respect. Any form of harassment and bullying will not be tolerated.

We expect young people to be ready to learn and to participate in school activities. They should attend school and lessons punctually. They should care for the buildings, equipment and furniture. We always expect young people to behave in a manner that reflects the best interests of the whole community. Exclusion from the school would only be considered in extreme cases.

## Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Breaches of the school rules
- Non-completion of classwork
- Poor attitude
- Swearing at peers or to oneself

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Swearing at adults/Repeated swearing
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Theft
- Vandalism
- 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
- Smoking/Vaping
- Possession of any prohibited items. These are:
  - 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)

## **Bullying**

**Bullying** is defined as 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 can include:

<b>Type of bullying</b>	<b>Definition</b>
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy, which can be found on our school website.

## **Roles and responsibilities**

### **The Proprietor**

The Proprietor is responsible for:

- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

### **The Headteacher**

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Proprietor
- 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, 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.

### **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
- Challenging pupils to meet the school's expectations

The senior management team (SMT) 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 teacher or LSA promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

## **Pupils**

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

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

Pupils will be supported 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 arrive mid year.

## **School behaviour curriculum and culture**

### **Behaviour expectations and rules**

At Broadlands Hall School, pupils should:

- 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 consequences when given

- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Follow the expectations

These expectations are underpinned by the 3 school rules, which are displayed throughout the school:

- **Be Respectful**
- **Stay Safe**
- **Try Your Best**

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

### **Creating a culture of positive behaviour**

Broadlands Hall School creates a culture that promotes excellent behaviour by understanding that teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

Teaching staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display and refer to the school rules, as well as 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

Furthermore, Broadlands Hall School recognises that behaviour management is the responsibility of **all** staff throughout the school and that high expectations for behaviour should be demonstrated at all times. Broadlands Hall School staff recognise the need for a consistent and coherent approach to behaviour and understand that it is important for staff to act in a predictable and consistent way, in order to help pupils feel safe. All staff at Broadlands Hall School acknowledge that the following contribute to a culture of high expectations and learning:

- **Routines:** Well thought out classroom routines are a fundamental source of high expectations, a scaffold for conduct, and provide a community vision of optimal habits and behaviour;
- **Responses:** Strategies and interventions for de-escalating confrontation, resolving conflict, redirecting unproductive (or destructive) behaviour, and reacting to antisocial behaviour in a just, productive and proportional way are important to help children develop the best behaviour;

- **Relationships:** Regulating own emotional states, understanding personal triggers in own behaviour, expectations or reactions; and knowing how special educational needs can affect behaviour all contribute towards preventing an escalation of poor behaviour.

### **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 available on our school website.

### **Mobile phones**

The use of mobile phones by pupils can be found in our Mobile Phone Policy available on our school website.

### **Responding to good behaviour**

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

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

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call, informal discussion or email
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as being entrusted with a particular decision or project
- Whole-class rewards, such as a popular activity

Young people can earn up to £5 per day by following the school expectations. 50p is earned at each interval of the day.

Young people can also earn stars/dojo points to gain rewards. At the end of each week they can choose a reward if they have gained enough stars needed for each reward.

Every day is started afresh regardless of previous days' behaviour either in school or at home.

Not adhering to the school expectations in a period may result in no money being awarded – the next always period starts afresh. Young people earn the whole 50p this is not split.

Young people can be awarded 50p sticker tokens for those who require a visual aid. These can then be collected on their reward charts. These are kept highly visible to motivate the young people as their earning accumulates.

At the end of the week, the young people calculate how much money will be banked and how much is available to him to spend as he wishes on small treats and purchases; this also serves to develop numeracy and life skills. In this way, we maintain motivation and behaviour is in high focus throughout the day.

This information is also passed on to home who can praise the young person if he has had a good day or speak to them about how they could improve the following day.

## Certificates:

The school holds a weekly assembly where we highlight achievements in school and praise young people and staff. Ever half term we hold a certificate ceremony. All young people are awarded certificates of merit for success and accomplishment during that half term.

## 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. 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.

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

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

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

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

The Headteacher undertakes to apply any sanctions fairly and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time and sanctions are individually set according to the needs of each young person. Sanctions will not involve any form of unlawful or degrading activity. Any sanction will be logged in the sanctions log kept in the school office.

The following process may occur:

- Parents contacted with details of the incident.
- Parents invited to a meeting to discuss the incident.
- Parents to sit in lessons with the young person.
- Young person loses their daily reward (£5 a day).
- Young person loses reward trips & activities.
- Agreeing a behaviour contract
- Suspension
- Permanent exclusions, in the most serious of circumstances

## Teaching and Learning

Broadlands Hall School aims to raise the aspirations of all young people and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Young people are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the even better if in a sensitive way. Our teaching staff offer every young person a high level of individual attention, together with consistent and helpful advice. In return, we expect every young person to cooperate and to work hard.

## Physical Intervention

Positive handling should be limited to emergency situations and used only in the last resort. Section 550A of the Education Act 1996 and DFEE Circular 10/98 allows teachers, and other

members of staff at a school who are authorised by the Headteacher, to use such force as is reasonable in circumstances where the young person may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage to property. The guidance extends this to maintaining good order and discipline, for both on-site and off-site activities.

The School's respect for the rights of the individual takes into consideration the context of The Human Rights Act (1998) and The United Nations Convention on the Rights of the Child (1991).

If a young person is acting in a way that may harm either himself or others around him, he may need to physically intervene. This is a last resort and, before this happens, we will have used psychological intervention to try to calm him. Most staff at the school are trained in NAPPI techniques (non-abusive psychological and physical intervention) and are therefore able to physically intervene with a young person safely if necessary. A physical intervention will always take place for the shortest possible time to be effective and a full report will be written by the person who initiates this, signed by all staff members involved or witnessing the incident and checked by the Headteacher /NAPPI trainer as being appropriate. This is then shared with the young person's social worker, parent (if applicable) and copied to the Manager of the young person's Home. The Headteacher will review the incident with staff and, if appropriate, the young person.

Following all incidents of physical intervention an incident debrief will be completed with the staff involved and the young person.

Records of physical intervention are kept in the school office and may be inspected at any time by authorised personnel, parents or social workers. Incidents are analysed at least termly by the Headteacher / NAPPI trainer in conjunction with a young person's key teachers to identify any triggers or patterns.

### **Physical Interventions - Reporting / Administration Process**

The involved LSA/ Teacher manages the reporting process.

- Incident Reports must be completed by the end of the day in which they occurred.
- Each young person has their own Log. These are kept in the main office.
- All Incidents must have a unique Log number allocated.
- All people involved in the incident should add their signature to this form.
- When complete, pass to the School Secretary who will organise for copies to be sent to interested parties.
- Shortly after the incident (same day / next day) the Headteacher or NAPPI trainer will meet with staff involved to discuss the incident, confirm any next actions, changes to Behaviour Plans and / or alternative strategies for the future. In addition, at a suitable future point the young person will be involved in a reflection review about the incident with the most appropriate person.

If a young person is subject to an unplanned discharge, we will work with the placing authority and receiving authority to ensure continuity of education. We will work closely with the new school or alternative provision and will pass on all information held at Broadlands Hall and, if helpful, will visit the new school.

## **Involvement of Parents and Guardians and the Home**

Parents, carers, social workers and others who accept a place for their child at Broadlands Hall School, undertake to uphold the school's policies, values and regulations, including this policy. They will be expected to support the school's values in matters such as attendance and punctuality, behaviour, dress and appearance and standards of academic work.

The Managers of the Homes will inform the school in the case of a young person being absent for any reason. If appropriate, the teacher will provide work for the young person to complete at home.

## **Involvement of Young people**

Our experience shows that the ethos of and respect for the school is enhanced by listening to our young people and by encouraging constructive suggestions from them. The school will always share achievements with the Home Staff during the end-of-day handover. They will also advise of any particularly difficult behaviour that might have occurred during the day.

## **Exclusions**

Broadlands Hall School would only ever consider exclusion in exceptional circumstances, as a last resort, when a range of other strategies have been exhausted. Exceptional circumstances may include:

- Conscious and serious actual or threatened violence against a young person or member of staff
- Supplying an illegal drug
- Carrying an offensive weapon

In exceptional circumstances, the Headteacher might consider it appropriate to permanently exclude a child for a first or one-off offence.

If a parent or carer wishes to lodge an appeal against an exclusion, they should address their appeal to the Proprietor, Keith Boulter.

## **Confiscation**

Any prohibited items (listed in section 4) 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, 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 ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is 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 or deputy designated safeguarding lead to try and 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 from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 4, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions or desks. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, 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 4) 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 Headteacher or deputy DSL**

The staff member who carried out the search should inform the Headteacher or deputy 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 4
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 4), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 4). A member of staff will tell the parents 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **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
- 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 / staff
- 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 misbehaviour**

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

- It poses a threat or causes harm to another pupil / staff
- 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 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

Please refer to the Child Protection and Safeguarding Policy for more information, available on the school website.

### **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.

### **Suspension and permanent exclusions**

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

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

### **Reconciliation and Forgiveness**

Wherever possible, reconciliation and forgiveness will be sought between perpetrators and victims of their behaviour. Underlying causes for perpetrators will be explored where children have multiple behaviour incidents.

### **Responding to misbehaviour from pupils with SEND**

#### **Recognising the impact of SEND on behaviour**

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

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

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

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

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

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

The school works with pupils and families to anticipate and remove triggers of misbehaviour by introducing measures such as:

- 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 or ADHD
- Use of separation spaces (sensory zones or nurture rooms) 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.

SENDIASS in Suffolk.

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) provides information, advice and support to young people and children with SEN or disabilities aged 0-25 and their parents about education, health and social care.

[www.suffolksendiass.co.uk](http://www.suffolksendiass.co.uk)

### **Pupil transition**

#### **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.

## **Training**

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

- The needs of pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Training for Behaviour issues will be recorded on the central Staff Training Matrix.

## **Monitoring arrangements**

### **Monitoring and evaluating school behaviour**

Reflection sheets would be done with pupils.

Behaviour will be monitored by the Headteacher, Senior Leadership Team, Behaviour Lead and Proprietor. Monitoring and reports will be provided by the Behaviour Lead.