

**Cambian New Elizabethan School**  
**BEHAVIOUR MANAGEMENT POLICY**

**Legal Status:**

- Regulatory Requirements, Part 3, Paragraph 9 and Exclusion Element of Part 6 paragraph 24 (3) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Equality Act (2010), Education Act (2011)
- DfE Guidance (2014) Behaviour and Discipline in Schools, A guide for Head Teachers and School Staff (DfE Website – [www.education.gov.uk](http://www.education.gov.uk)) including Getting The Simple Things Right, Charlie Taylor’s Behaviour Checklist (DfE 2011) and non-statutory advice ‘Behaviour and Discipline in schools’ (2014)
- Use of Reasonable Force. Advice for Head Teachers, Staff and Governing Bodies (DfE 2013) which incorporates previous directives.
- School discipline (Pupil exclusions and reviews) (England) regulations 2012
- The School discipline (England) (Coronavirus) (Pupil Exclusions and Reviews) (Amendment) Regulations 2020
- Search, screening and confiscation advice (2022)

**Applies to:**

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

**Related Documents:**

- Management of Actual or Potential Aggression (MAPA®) (Cambian Policy No: Edu. 20)
- Anti-bullying Policy and Procedures; Safeguarding Children - Child Protection Policy and Procedures; Exclusions Policy; Physical Intervention – Use of Reasonable Force, and Supervision of Children Policy.
- Anti-bullying Policy and Procedures, Safeguarding Pupils - Child Protection Policy and Procedures, Exclusions Policy, Physical Intervention – Use of Reasonable Force, Spiritual, Moral, Social and Cultural policy (SMSC) and Personal development Curriculum

**Staffing Method:**

This process requires:

- strong school leadership, and a clear, well organised and consistent approach to behaviour management;
- an understanding of and access to sources of expertise in current legislation, research and philosophy on promoting positive behaviour and on handling pupil’s behaviour where the child may require additional support;
- fulfils the duties under the Equality Act 2010; including issues related to pupils with special educational needs or disabilities and provides reasonable adjustments and support systems for these pupils;
- promoting positive behaviour within the curriculum for supporting personal, social and emotional development;
- recognition that codes for interacting with other people vary between cultures and require staff to be aware of and respect those used by members of the School;
- all staff to provide a positive model of behaviour by treating pupils, parents and one another with friendliness, care and courtesy;
- supports teachers with classroom management;
- implementing rewards and sanctions; behaviour strategy and the teaching of good behaviour;
- managing pupils’ transition, liaising with parents and other agencies;
- taking disciplinary action against children who are found to have made malicious accusations against staff, potentially including a fixed term, or if necessary permanent, exclusion.

The policies, working practices, documentation and record keeping support the implementation outlined above.

#### Availability:

This policy is made available to parents/carers/guardians, staff and pupils from the school office and website

#### Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head Teacher.
- The Proprietor undertakes an annual review of this policy and the efficiency of its implementation by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.



Carrie Mcconomy  
Head Teacher  
September 2025



Andrew Sutherland  
Representative, Proprietor- Cambian Group  
September 2025

#### Pupil Profile

Our school currently provides for a wide spectrum those with emotional and social difficulties (ESD), as well as other needs or diagnoses, including mental health, ASC, ADHD, ADD, Dyslexia, Dyspraxia and other difficulties. Most of our children are referred to us and funded through the local authorities. our pupils age range is between 7 and 19 years of age. Our children will have an Education Health Care Plan. Emphasis in the school is thus on the holistic development of education including community and British values, i.e. a caring and considerate attitude to others, good manners, self-discipline, service to the community and the pursuit of excellence. This has a direct bearing on our curriculum design.

#### Statement of Intent

This policy is designed to promote and create a framework for achieving good behaviour, rather than merely deter anti-social behaviour. It is directly related to the social, physical and emotional well-being of everyone meaning we aim for every member of the school community to feel valued and respected, and each person to be treated fairly and well. In the main, encouragement and support should be seen as the basis for developing acceptable behaviour within the school. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad as negative reinforcement can, in fact, be counterproductive. Children should be given a positive choice to behave well whilst reminded of the consequences of not doing so. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to help all members of the school to live and work together in a way conducive to learning by creating a stable and secure environment that encourages respect for others while acknowledging the particular difficulties this represents for our children.

We believe that children flourish best when their personal, social and emotional needs are met to ensure high self-esteem and where there are clear and developmentally appropriate expectations for their behaviour. To this end we encourage all members of the School to consider the feelings of others, accept personal responsibility for their

actions, and treat all property with due care irrespective of its ownership. We do not accept behaviour, such as bullying, insensitivity, bad language, vandalism and theft, which undermines these aims.

Expectations of good behaviour are high and a mutual feeling of trust is implicit. This policy reflects the school's stated aim of enabling all its students to develop skills to manage their own behaviour in a way that is safe to themselves and those around them. Inherent in the ethos of the school is respect for the individuality of our students. Important to us all is the manner in which we relate and speak to students and to one another, each day. Staff should never use sarcasm, ridicule or persistent criticism in an attempt to correct inappropriate work, actions or language. They must instead aim to build positive working relations founded on considered communication and collaboration. By careful planning and preparation and by involving children in a positive way in establishing clearly defined and easily understood boundaries, difficult behaviours can be minimised. It is recognised that behaviour problems in the school environment are significantly reduced by:

- Interesting, well prepared, appropriately resourced and relevant activities
- Clarity and consistency of expectations and consequences
- Early involvement of relevant key personnel when problems arise
- Building positive relationships with mutual respect between staff and children

As part of our Behaviour Policy our school believes that pupils should feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour.

#### **Aims.**

It is hoped that each child in our school will be:

- Well educated with a love of learning, ready to engage with a wider world.
- Happy and self-confident with an ability to reach their future potential; Generous in spirit, kind to others and aware of others' feelings;

We motivate children to:

- work hard; behave well; obey the school rules; treat all members of the community with respect; show self-respect.

We ensure that pupils can understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

The school aims to provide:

- good adult role models of caring co-operative behaviour;
- the reinforcement of positive attitudes to expectations;
- the celebration of a wide range of achievements;
- an acceptance by all staff of a responsibility for maintaining good discipline.

Our school makes the relevant information available to comply with the above aims. The policies, working practices, documentation and record keeping support the implementation outlined above.

The school ethos is based on respect and concern for others. We feel they promote a sense of community and collective responsibility with the school. We aim to teach children to be able to develop the ability to manage their

own behaviours in socially acceptable ways. The principle guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

#### **Children learn best when:**

- Everyone enjoys coming to school, feeling valued and respected.
- They feel safe.
- They are motivated and inspired to succeed and see the relevance to their future.
- Their efforts and achievements are recognised, and celebrated.
- Their learning experience is meaningful and varied, stimulated by their own interest which is promoted and sustained.
- They are confident within a supportive, secure, structured, well-resourced and well-managed environment
- There are clear, achievable but challenging expectations.
- They are actively encouraged to express themselves appropriately and make choices and decisions.

#### **Teaching is effective when:**

- Good communication is valued by all. We believe that people should communicate with one another with politeness and in ways that show respect for all.
- The needs of the individual leads curriculum planning.
- There are accessible, flexible and stimulating strategies responding to students learning styles.
- Staff consistently encourage students to achieve their best
- There are expectations for students to take responsibility for their own behaviour
- It co-ordinates the advice of all the disciplines involved with the child
- Systems are monitored, assessed and reviewed

#### **The Role of the Head Teacher**

The Head Teacher's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. The Head Teacher has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour. Support for staff faced with challenging behaviour is also an important responsibility of the Head Teacher who is expected to ensure the implementation of the above aims and additionally to:

- make provision for continuous professional development with reference to: positive behaviour management, Safety intervention and de-escalation techniques and anti-bullying procedures;
- be able to access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development and
- familiarise new staff members with the school's behaviour policy and guidelines for behaviour.

#### **The Form Teacher and Classroom Management**

The form teacher has initial responsibility for pastoral care. Teachers will take responsibility for maintaining good behaviour within their classroom and throughout the school if needed. The school has clear policies concerning teaching and learning. Well planned, interesting and demanding lessons make a major contribution to good discipline. Staff are supported with effective classroom management strategies to ensure effective behaviour management. Within the classroom, children will be given the opportunity to take responsibility and to use their initiative for the good order of the class. The general practice of classroom management involves many rewards being given to children daily. These include verbal praise, written remarks about good work, Bonus DREAM points,

sending children with their work to other teachers/ SLT, Celebration in assemblies and reward trips. School reports are also seen as a means of constructive praise.

**The Role of All Staff**

All staff are expected to encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently. Staff are also responsible for ensuring that the policy and procedures are followed and consistently and fairly applied.

All Staff should:

- have high expectations for children including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, trusting, supportive and constructive relationships with them;
- hold positive values and attitudes and adopt high standards of behaviour in their professional role;
- communicate effectively with parents, colleagues and carers, conveying timely and relevant information about attainment, objectives, progress and well-being;
- have a commitment to collaboration and co-operative working where appropriate;
- manage children's behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy;
- use a range of behaviour management techniques and strategies, adapting them for individual needs as necessary to promote self-control and independence of children and cooperation through developing their social, emotional and behavioural skills and
- ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

**The Role of Pupils**

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the School policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported.

**The Role of Parent Carers**

Our school strongly encourages an ethos and culture where by there is clear communication with, and the support of parent carers. Parent carers are expected to take responsibility for the behaviour of their child both inside and outside the School. We try to build a supportive dialogue between the home and the school, and we inform parent carers immediately if we have concerns about their child's welfare or behaviour. We work in partnership with parent carers to address recurring unacceptable behaviour, using observation records to help us to understand the cause and to decide jointly how to respond appropriately. By working collaboratively with parent carers, children receive consistent messages about how to behave at home and at school. We expect parent carers to encourage their children to support the school rules, their child's learning, and to co-operate with the school.

**Other Agencies**

Our school has access to a team of clinical specialists which will offer both pre planned targeted support according to the students EHCP, and ad hoc support when the specialism of the clinician is best suited to support the young person. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

**Standards of Behaviour**

Our school expects high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a child enters the school. All staff are expected to promote good behaviour and self-discipline amongst pupils and to deal appropriately with any unacceptable behaviour. Punctual attendance at school and lessons are required. It is appreciated that there will be variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lessons, but behaviour which does not allow constructive teaching and learning is unacceptable. All staff have a duty to ensure that disruption is not tolerated. Through regular discussions at staff meetings, the school endeavours to ensure that staff apply all standards fairly and consistently.

**The School Environment**

We are well aware of the impact of the school environment on the behaviour of our children. If we are to raise self-esteem and demonstrate the value of each individual member of our school, then we must make sure that this is reflected in the appearance of the school. The care and sensitivity with which children's work is displayed both in the classroom and throughout the school will radically affect the feeling of welcome and ownership by all.

Staff will have a commitment to the appearance of the school buildings by picking up litter, noting displays coming adrift and removing items left lying around. The children will also be encouraged to be likewise aware so that they feel they personally have a responsibility for keeping the school clean, tidy and attractive. Children showing pride in their own classroom is the first step towards this.

We promote a school environment where:

- all students feel safe
- all students have a right to work in a calm, undisturbed, supportive and purposeful atmosphere.
- positive self-esteem is encouraged.
- the attitudes and values with reference to Spiritual, Moral, Social Education (SMSC), Personal Social Health permeate the curriculum.
- high expectations, both in work and in play, create a positive attitude to learning for life.
- all have a right to attend school without the fear of being bullied.
- praise rather is the norm

**Expectations.**

These are:

- to promote the well-being of self and the school community;
- to encourage the development of personal independence and responsibility;
- to promote the creation of an atmosphere conducive to learning.

Our school is opposed to discrimination on the grounds of sex, race or religion. We believe that such discrimination is contrary to justice and equality and undermines respect and co-operation amongst individuals.

This school is opposed to any form of open, or concealed discrimination with respect to the protected characteristics as defined in the 2010 equality act. Behaviour which does not enhance learning opportunities will not be tolerated. In such cases of unacceptable behaviour during lessons the Head Teacher may be informed.

### Code of Conduct and Care for Others

In order to maintain a happy, safe, working environment in which staff and pupils can perform to the best of their ability we expect all members of Our school to conform to the following code of conduct.

- All pupils of the School should show consideration, courtesy, respect and sensitivity to one another, to visitors to the school and to those of the public they come into contact with.
- The School will not tolerate disrespectful behaviour or physical or verbal abuse, i.e. bullying, teasing, rudeness or bad language, directed at any member of the School.
- Any incident of bullying should be reported to an adult immediately. (Please see school anti-bullying policy.) Immediate steps will be taken to offer appropriate support for the victim. When the facts have been fully established and sanctions for the perpetrator decided upon, support should also be extended to him or her in the form of assistance from the Head Teacher or outside agencies where appropriate.
- We expect all members of our school to refrain from overly physical contact with one another.
- In particular no items of monetary or sentimental value should be brought into school or taken to off-site PE activities and individual guidance should be followed regarding valuables on school trips and residential courses

Intentional damage to School or personal property may result in contact with parents/ carers to seek reimbursement of the cost of repairing the damage.

### **Rewards**

Throughout the school, good behaviour is always promoted. Our School believes that it is important to acknowledge and reward in a positive way those who demonstrate a high level of co-operation and good behaviour. We endeavour to raise children's self-esteem by using praise to encourage and acknowledge positive actions and attitudes. Staff should seek every reasonable opportunity to praise pupils and, where appropriate, reward them for good behaviour and good work. The particular and individual challenges faced by children mean that staff should actively seek out examples of appropriate and socially acceptable behaviour, identify and acknowledge that behaviour and then reward it. Care should be taken to affirm children who are "always good". They should not feel that the occasional badly behaved child is praised for improved behaviour whilst their own consistent efforts go unmentioned or unrewarded.

At Cambian New Elizabethan School we use the acronym DREAM to award points to children as follows:

- 5 points available per lesson. 1 each for:
  - ❖ **D**etermination
  - ❖ **R**espect
  - ❖ **E**ngage
  - ❖ **A**ttend
  - ❖ **M**e
- This adds up to 30 points available per day (20 Friday) and 140 points per week
- Bonus points can be allocated by the Leadership Team

DREAM points are logged on staff share and totalled up each week to earn tiered rewards as follows:

- Bronze (40% of weekly available points)
- Silver (60% of weekly available points)



- Gold (80% of weekly available points)
- Platinum (100% of weekly available points)

In addition there are half termly/termly rewards available for those students who have averaged gold or above throughout the term/half term. There will also be bonus tickets awarded for the most improved. A rewards trip will then take place off site for these students.

Two of these behaviours are personalised for each individual child, making them achievable in every session and meeting their own individual needs. The other three targets are the same for all students across the school to promote consistency. These DREAM targets are in all of their books and will be reviewed regularly and as a minimum termly, to ensure the needs of the individual are being met, whilst challenging them to continually progress.

Practical praising strategies:

- Praise what the child has done rather than the child himself
- Be specific with praise – focus on what has actually been achieved (work, behaviour)
- Avoid competition / comparisons with others
- Understand how children like to be praised
- Ensure the children have every opportunity to earn their 5 DREAM points

We praise and reward children for good work and behaviour in a variety of ways:

- Teachers congratulate children;
- Pupils can work towards individual rewards, a class incentive and/or whole school reward.
- Staff are encouraged to send outstanding pieces of work and children with their work to the Deputy Head, Head Teacher or other teachers.
- Displaying good work around the School.
- Children are given responsibilities throughout the school, and encouraged to take pride in their role, and are praised for this, this can include being prefect for the week, or school librarian.
- Children are encouraged to share details of awards and achievements they may have attained outside of school.

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are given the opportunity to take on responsibility throughout the year. Children's successes in all areas e.g. academic, personal, artistic, sporting etc. are always celebrated.

### **Behaviour Management**

The consequences of any misbehaviour should be logically related. Under no circumstances is it appropriate response to discipline a whole group for the misdemeanours of an individual. However, it is desirable to encourage children to care about good class behaviour. This contributes to community building and fosters pride in the school. Restrictions on the pupil's natural impulse to explore and develop his/her own ideas and concepts are kept to a minimum. Sanctions applied in the case of unacceptable behaviour, take into account the age and stage of development of the pupil. The sanctions given at the time the misbehaviour occurs (or soon afterwards), are relevant to the action and are fair and chosen dependent upon the severity of the offence or, in the case of minor offences, their frequency and the degree of disobedience involved in their repetition.



**Academic reflection**

This will happen where a student refuses to complete their work during a lesson. Special conditions are put in place for students not able to access the lesson and professional judgement is used to determine whether academic reflection is required or not. This will take place daily in an allocated room and be supervised by a member of the leadership team. If the refusal happens lessons 1 – 4 then the reflection will be the same day from 12:30 – 12:50. If it happens lesson 5 or 6 it will take place the following day at the reflection time. If students refuse to attend it will roll over to the following day. If then they are still refusing by lesson 5 on a Friday, they will undertake academic reflection during this session instead of attending clubs.

**Exclusion (*please refer to the Exclusion Policy*)**

We may consider it inappropriate to re-instate a pupil who:

- Threatened or committed violence against other pupil/s or staff
- Sold illegal drugs
- Smoked in the vicinity of the school against the no smoking policy of the school
- Stole from the school or a fellow pupil
- Displayed persistent and malicious disruptive behaviour, including open defiance of authority
- Engaged in sustained bullying of other pupils

Any exclusion will be consistent with guidelines regarding exclusions of pupils with special educational needs as outlined in the DfE document (2014) Exclusion from maintained schools, academies and pupil referral units in England.

**In a classroom environment the following may inhibit the learning of individuals or their peers:**

Unacceptable behaviours have been divided into three broad 'Levels' of behaviour. Each level carries with it a series of potential consequences to be used. Each situation is unique and dependent on the difficulties being faced by young people and a degree of flexibility and professional judgement is imperative. In any event, staff should correct inappropriate behaviour wherever and whenever possible to avoid:

- a] the individual thinking it is acceptable and
- b] a crisis escalating.

Within the school we all have a duty to support any individual who is out of their timetabled environment or who is struggling to maintain his/her emotions. Students not in their assigned lesson should always be supervised and observed by staff, although this may be done remotely depending on the student profile and situation.

**Level 1 Behaviours**

Including but not limited to:

- Task avoidance, failure to attend lessons, verbal abuse, refusing to attend lessons, minor damage to property, disrupting learning.

'Containable issues' where staff feel independent action by them is appropriate (I.e. no involvement of other staff necessary) and they feel confident to take the necessary action. At this level staff should always aim for positive solution.

**Possible outcomes:**

- Verbal correction
- Task completion in catchup
- Community reparation where appropriate
- Restorative Conversations
- Academic reflection

**Level 2 Behaviours**

Including but not limited to:

Physical aggression, bullying, absconding offsite, malicious allegations, significant damage

Support is often now appropriate - when staff feel that the behaviour warrants a more 'official' or 'formal' intervention from another member of staff, this can be any member of staff that is best positioned to offer support, including Phase leaders, pastoral manager, MDT or SLT.

**Possible outcomes:**

- Involvement of chosen member of staff
- Task completion in catchup
- Clinical referral made to offer further support
- Community reparation
- Time for pupils to reset in a pod or focus area
- Restorative Conversations
- Suspension

**Level 3 Behaviours**

Including but not limited to: Serious physical assault, possession of a weapon/substance, sexually inappropriate behaviour

**Possible outcomes:**

- High priority group meeting
- Clinical referral
- Restricted activities
- Meeting with parent, individual / LA and Head Teacher if appropriate.
- Police or outside agency involvement may be required.
- Suspension
- Potential for permanent exclusion or end of placement.
- Loss of reward if subject to a risk assessment

At all levels of behaviour pupils individual needs and motivations will be considered. This will include consideration as to whether any consequence in school is likely to be effective given pupils profile. Where appropriate liaison with parents/carers / outside agencies may be encouraged in order to apply consequences that are likely to have positive outcomes and demonstrate collaborative working with other stakeholders.

**Anti-Bullying**

For information of how we deal with incidents of bullying, please see our anti-bullying policy. If a case occurs of severe or persistent bullying, strong sanctions such as meetings with parents, removal from lessons, internal exclusion, and restorative meetings will be implemented. This list is not exhaustive as we will try many strategies to solve such incidents.

**Managing Pupil Transition**

As an all age school, there is constant communication between the Key Stages. Where a young person is leaving us there is liaison with any future provider of education or employment.

**Careers**

The school's careers program is an integral part of the Personal Development curriculum and consists of lessons, events and activities which are designed to achieve the learning outcomes recommended in the National Framework 11-19 for Careers Education and Guidance in England.

**Educational Visits**

The Deputy Head or Head Teacher may not allow pupils to participate in an educational visit (including residential visits) if their behaviour at school indicates that the pupil's presence on the activity will be prejudicial to good order and/or safety. Any serious offences, whilst on an educational visit may result in the pupil being sent home at the parents' expense.

**Serious Misbehaviour: Recording Behavioural Incidents**

The school keeps a variety of records of incidents of misbehaviour. The Head Teacher keeps a record of any child who is excluded for a fixed-term, or permanently. It is the responsibility of the Proprietors, to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

**Record of Serious Sanctions**

Any serious incident, that is where very aggressive or uncontrolled behaviour has put other children at risk or has endangered the safety of the child concerned, must be discussed with the Head Teacher and entered on SchoolPod *Please refer to our Exclusion Policy for extreme cases, also to our Anti-Bullying Policy.*

**Behaviour outside school (See Behaviour Management on Educational Visits and Off-site Activities)**

Pupil's behaviour outside school or on educational visits and sports fixtures is subject to the school's behaviour policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school. Pupils are expected to behave appropriately when travelling on the mini-bus/car.

**Corporal Punishment**

Please note that the use or the threat of the use of **Corporal Punishment** is prohibited under Section 131 of the School Standards and Framework 1998. The prohibition applies to all 'members of staff' including all those acting in loco parentis, such as unpaid, volunteer supervisors.

**Punishments that are humiliating or degrading will not be used. The following sanctions / punishments will never be used:-**

- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of food or drink or enforced eating or drinking.
- Prevention of contact to an appropriate independent listener or helpline.
- Requirement to wear distinctive clothing that is separate from given school uniform
- Withholding of any aids or equipment needed by a child.
- Corporal Punishment.

*Concerns about the welfare of colleagues or children should be communicated to the Head Teacher immediately. Remember, these guidelines will protect you, the children and the school. Failure to comply may well be interpreted by the school as misconduct. Please be aware of the importance of these measures and adhere to them at all times. In the case of any issues of concern about the Head Teachers conduct should be reported to the Regional education lead.*

### **Safety Interventions**

In our school do not hit, push or slap children. Staff only intervene physically to restrain children to prevent them injuring themselves or others, damaging property or committing a criminal offence. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head Teacher and recorded in the child's personal file. The child's parents/carers/guardians are informed on the same day. Records are kept of when safety interventions are used and parents are informed. Guidance is given to all 'members of staff' (as defined above) on the circumstances in which 'physical intervention' is allowable. See 'Physical intervention policy' for more information. At all times we abide by the governments use of reasonable force guidance (2013)

### **Involvement of Pupils**

Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views to express those views. The School Council will be involved in reviewing the school's anti-bullying policies and procedures and in the school's programme to reinforce self-discipline and positive work and behaviour patterns.

### **Duties under the Equality Act 2010**

In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and special educational needs. Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions including exclusions. The school will take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this.

Steps could include differentiation in the school's behaviour policy, behaviour modification strategies and requesting external help with the pupil. Adjustments will be made according to the pupils' specific needs. All rewards and sanctions must be applied fairly and consistently and in accordance with the School's Single Equalities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability.

Our school is committed to preventing drug misuse. Any instance of possession, use or supply of illegal drugs on school premises or trips will lead to immediate internal exclusion whilst the matter is investigated. The investigation may result in further sanctions including permanent exclusion.

**Pupils' Conduct outside the School Gates**

Any pupil found to show misbehaviour or bullying outside the school gates (including pupils travelling to/from school, on an educational visit, wearing school uniform externally, or where a pupil can be identified such as through an email etc.) that is witnessed by a staff member or is reported to the Head Teacher; will be subject to proportionate disciplinary measures. External misbehaviour includes: behaviour that could have repercussions on the orderly running of the school, posing a threat to another pupil or member of the public, or behaviour that could adversely affect the reputation of the school. This will follow the Serious Misbehaviour process mentioned above and could lead to exclusion from the school.

**Behaviour of Parents on/off the School Premises**

It is expected that parents will comply with our school regulations regarding dropping off and collecting their children and when on the school premises.

- Parents must on arrival at the school, ring the buzzer and report immediately to the School Office. They may not wander around the school premises unaccompanied
- Parents should not be verbally or physically aggressive, and if they have a problem this should be dealt with in privacy with relevant staff. Complaints should be handled according to the Complaints Procedure.
- Parents must not arrive at school with no appointment expecting to see staff due to prior commitments for staff
- Parents may not meet class teachers when they are teaching and appointments must be made.
- If there is a court order against a parent seeing their child the school will abide by the conditions of the order. For example, a parent who has been banned from entering the school premises is trespassing if he or she does so without permission and the police will be called.
- Parents should not approach other parents on the school premises concerning external matters.
- Matters concerning pupils in the school should be handled objectively through the school and not solely between parents.

Parents should not circulate emails or make placements on social network sites that damage the reputation of the school/pupils/staff. Any email that is to be circulated publicly to parents other than for normal class business should be approved by the Head Teacher first.

**Organisation and Facilities**

We have a clear ethos and culture along with appropriate educational facilities within our environment which enable children to be come as personally adequate, socially competent and as independent as their potential will allow. We also make clear the responsibility shared by all members of the school community to care for and protect facilities in or order to maintain a safe and positive learning and working environment.

**Staff Development and Support**

We support our staff in managing and modifying children's behaviour through appropriate training and guidance to develop staff skills further. We also have detailed supporting documents and clear procedures which enable staff to feel confident in dealing with behaviour accordingly.

**Managing Pupil Transition**

We carefully manage the transition of our pupils throughout the school and the preparation for their senior school placement in Year seven. A particular strength of our school is the relationship staff develop with the pupils. Because our staff team are in constant communication, any specific pupil support systems or strategies are seamlessly integrated as each pupil moves through the school to ensure consistency in their behaviour management. Our staff

also spend time towards the end of the current academic year working with their new prospective class for the year ahead. This allows pupils to familiarise themselves with their new teacher in readiness for the next year group.

### **Support systems for pupils, parents and other agencies**

In our school we have set procedures for supporting children with their behaviour problems. We may implement a behaviour plan for children with serious behaviour issues so that staff, parents and the child understand what is expected of them and the strategies which will be used. We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies who will liaise with both the school and the child's parents to provide additional support. Our school also has access to educational psychologists and the educational welfare service at the local authority. The school has a good working relationship with the local authority and complies with their safeguarding procedures.

### **Malicious accusations**

If an allegation is determined to be unfounded, the school may refer the matter to outside agencies to decide whether the pupil concerned is in need of services or support. On the rare occasions where it can be proved that the allegation has deliberately been invented or is malicious, the Head Teacher will issue a sanction and may temporarily or permanently exclude the pupil.

### **Search, Screening and confiscation**

If we have reason to believe that a student may be in possession of an inappropriate item the headteacher reserves the right to search the pupil and confiscate the item(s). These items include:

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

This process will be overseen by the headteacher and conforms to all government advice in the search, screening and confiscation guidance (July 2022)

### Reporting for pupils and parents or carers

#### **REPORT ON NOTES**

- Regular contact by tutor and teachers; Social development & progress in class
- Recorded in home link / telephone records; Termly Report
- Formative reports of academic achievement & behaviour; Sent home termly
- Annual Report; Summative report of academic achievement; Sent end of summer term
- Annual Review; Summative document recording progress against statement; Annual invitation to key people
- Exam Results; Results reported to parents

**Recording**

Copies of all disciplinary/incident reports are kept on file. The overwhelming majority of disciplinary offences are “in house” and, as such, are not mentioned on school transfer reports. However, in the case of serious and/or persistent misdemeanours there is an obligation for the school to record the transgression(s) on the transfer report. Details of all sanctions, and their related incidents, are recorded on the school Behaviour and Sanctions Log.