Northfield Manor Primary Academy

Behaviour & Relationships Policy

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Approval by:	Headteacher	Signed:	*Emma Tunley*

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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

Our ambition for every child at Northfield Manor Academy is to **be the best they can be**; to reach their full potential and to achieve beyond their expectations. In order to achieve this, it is essential for us to have the highest expectations of pupil behaviour so that teaching and learning can be maximised at all times.

To achieve this, we must build a culture and ethos rooted in our trust values; Unity, Integrity, Courage, Curiosity and Excellence, and underpinned by nurturing relationships and safe, stimulating learning environments.

Our policy has been developed under the following principles, which align to the Trauma-Informed Attachment-Aware Programme.
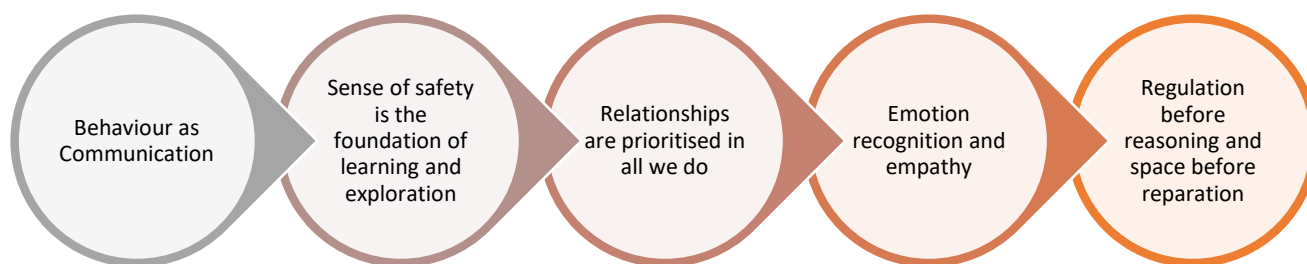
When we think a child is behaving badly it predisposes the adult to think of punishment and chastisement, however when we see behaviour as a form of communication it ensures that children are supported in a calm, non-judgmental way so that they can learn to understand the consequences of their actions.

This **Behaviour Regulation and Relationships Policy** is grounded in the belief that behaviour is communicative and that everyone can develop the ability to self-manage/self-regulate their emotions and behaviour. We understand that part of our role, in partnership with home, is to help children to understand what is right and wrong and to make the right choices.

The link between emotion, relationships, thinking and behaviour is well understood – our relationships, thoughts and emotional state influence our behaviour.

At Northfield Manor Academy we pride ourselves on the strong, positive relationships that we form with the children, our families and each other.

We believe that these relationships are critical to maintaining the caring and supportive ethos embedded in our school.

We strive to create an environment that is conducive to learning where both children and adults are emotionally literate. The adults are able to provide emotional support as a protective factor in children's lives.

Our child-centred approach is made clear to staff and families who join the school. The aim of this policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos and mission to help every person to become the best that they can be.

We acknowledge that members of the school community may have different parenting experiences and views on behaviour.

School Rules

Our school rules are broken down into 3 clear parts:

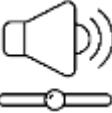| Ready	Respectful	Safe
•Pupils are Ready to learn by being attentive, engaged and prepared. •Pupils are STAR learners (Sitting up, Tracking the speaker, Asking and answering questions and showing Respect). •Wear the correct uniform •Be on time •Listen and follow instructions attentively •Engage and be active in their learning; always trying their best •Be prepared for each stage of learning by following routines	•Pupils show Respect by considering others and treating others how they would like to be treated. •Use STEPS principles (Sir/ Miss, Thank you, Excuse me, Please & Smile) •Demonstrate Oracy strands when communicating with others. •Treat the school and property with care. •Raise your hand to gain the teachers attention and wait until the teacher says your name before speaking •Move silently around school	•Pupils behave safely at all times by following school rules. •Walk in school (keeping to the left and in single file) •Play sensibly •Tell an adult if you think a situation might not be safe •Use equipment in the way shown by an adult

Responsibilities

Pupils	Parents	Teachers	Headteacher & SLT	Academy Council
Follow the school rules of being Ready, Respectful, and Safe at all times. Engage in their learning actively and take responsibility for their actions. Show respect for all members of the school community, including peers, staff, and visitors. Seek help from a trusted adult when they feel unsafe or unsure. Participate in restorative practices when conflicts arise, aiming to repair relationships and restore harmony.	Support the school in promoting the rules of Ready, Respectful, and Safe. Ensure their children arrive at school on time, well-rested, and prepared to learn. Encourage their children to respect school staff, peers, and school property. Communicate openly with the school regarding their child's needs, concerns, and any factors that might affect their child's behaviour or learning. Reinforce positive behaviour at home, including online, and support the school's efforts to address any behavioural issues. Attend meetings or discussions regarding their child's behaviour and engage in the restorative processes as needed.	Model the behaviour and attitudes expected of pupils, by being Ready, Respectful, and Safe. Create a welcoming, inclusive, and supportive classroom environment. Teach and reinforce the school rules and values consistently. Implement behaviour management strategies that are fair, consistent, and restorative. Recognise and celebrate positive behaviour and effort. Communicate with parents/carers regularly regarding their child's progress, behaviour, and well-being. Engage in professional development to continually improve behaviour management practices.	Lead by example, embodying the school's values and fostering a culture of respect and safety. Ensure that the Behaviour Regulation and Relationships Policy is implemented consistently across the school. Provide training and support for staff in behaviour management and restorative practices. Monitor behaviour across the school, identifying trends and taking proactive steps to address any issues. Communicate regularly with parents/carers, keeping them informed of school policies and procedures related to behaviour. Support staff in managing challenging behaviour, ensuring that appropriate interventions are available. Engage with external agencies when necessary to support pupils with specific behavioural needs.	Ensure that the Behaviour Regulation and Relationships Policy is in place, regularly reviewed, and effectively implemented. Support the Headteacher and school leaders in maintaining high standards of behaviour throughout the school. Monitor the impact of the policy on pupil outcomes, well-being, and safety. Ensure that the policy complies with legal requirements and reflects best practices in education. Engage with the school community to gather feedback and ensure that the policy meets the needs of all stakeholders.

Classroom Management

In order to maximise learning, classrooms environments must provide a calm and safe space for all learners. This is achieved for our pupils by ensuring the following:

Tidy Classrooms	Classrooms are decluttered – surfaces and desks are clear, resources are clearly organised and accessible.
Working walls	Displays use designated pastel colours Content is current, relevant and clear – font size should be readable from anywhere in room, text should be kept to a minimum to support cognitive load.
Seating plans	Seating plans will be developed by teachers to best support learning. Children are seated in mixed ability tables which allow for oracy learning approaches
Visual Timetables	Visual timetables are displayed beside the board in every classroom on a yellow background. Planned lessons and activities are displayed (via words and icons) at the beginning of each day and shared with the class. As they are completed, they are removed from the timetable.
Calm classrooms	The volume in classrooms will be dictated by the class teacher. This will vary depending on the part of the lesson taking place but classrooms should always feel calm to enter and controlled. A noiseometer will be used so that pupils are clear of the expectations at each stage.

Emotion coaching

As a school, all staff will receive training in the use of Emotion Coaching which is a technique that helps children to understand and regulate their feelings and actions. It allows children to learn how their emotions work and how to manage their responses to these feelings in healthy ways.

H	Highlight the emotion and label it	I have noticed/ I can see that you are….
E	Empathise to let them know the feeling is okay	It's okay that you feel …
L	Limit setting to remember the rules	Remember that we have rules to keep everyone safe…
P	Problem solve and give advice for next time	Next time you feel… you could…

Positive relational practice

Positive relational practice in the classroom is crucial as it fosters a supportive and inclusive environment, enhancing student engagement, well-being, and academic success.

Below are examples of strategies used to achieve this and promote positive behaviours. These are expected of all adults and shared with children.

Setting clear and consistent rules Children need to have a clear understanding of the rules and boundaries using the overaching 'Ready, Respectful & Safe' terminology at all times.	**Start of the day** Having a consistent and welcoming start to the day is essential. Children should be warmly greeted by adults and routines are consistent to allow them to settle into the day.	**Positive recognition boards** Each class will have a board with a behaviour focus. Children receive praise for achieving the focus.	**Public praise and private criticism** Public acknowledgement of good behaviour helps to develop a pupils self esteem. Private discussions about incorrect behaviour protects the relationship and avoids drawing unnecessary attention
Narrate the positive Aim to have highlighted 3 positives before a negative.	**Role model behaviour** Model the behaviour you expect – respect, fairness, kindness, how to apologise and resolve difficulties fairly and amicably.	**Relationships first** Build a relationship with the child not just the learners – children that feel valued and liked are more likely to fulfil their potential	**Routines** Children should know the expectations for each part of the day. Routines should be practised and embedded.
Maintain regular contact Scan the class, pre-empt any behaviour that may occur. Address low level behaviours early before they escalate.	**Catch them being good** This may be more challenging for some pupils but it is often more important for them than many others.	**Use of Voice** Keep the situation calm and children open to listening, Be aware of the volume and tone of your voice.	**Consistent language** Use language which values the pupil. Where more assertive conversations are needed, ensure that the language used condemns the behaviour and not the child.

Rewards, praise and celebration

At NMA, we use various approaches to recognise and celebrate positive behaviours. Whilst our priority is to build relationships and have regular interactions which motivate pupils intrinsically, we use rewards to help develop a culture of kindness, hard work and success both in each classroom and across the school.

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Class dojo points are awarded for positive behaviours in the classroom. They allow parents to share in their child's achievements.	Pupils that go 'Above and Beyond' to demonstrate the focus (set in assembly) will be given a certificate in celebration assembly and earn hot chocolate with the headteacher.	Pupils who demonstrate exemplary or significant improvement in their independent work will be selected to share their work with teachers and other pupils from across the school at the end of the week.	Award assemblies occur at the end of each half term. Certificates are given to pupils who have consistently displayed the school's values and parents are invited to join in the celebration.

Supporting Behaviour through Oracy

We recognised that behaviour is a form of communication. Through our whole school approach to oracy, we aim to provide our pupils with the speaking and listening skills and social and emotional awareness that will support them to communicate their emotions and needs more effectively.
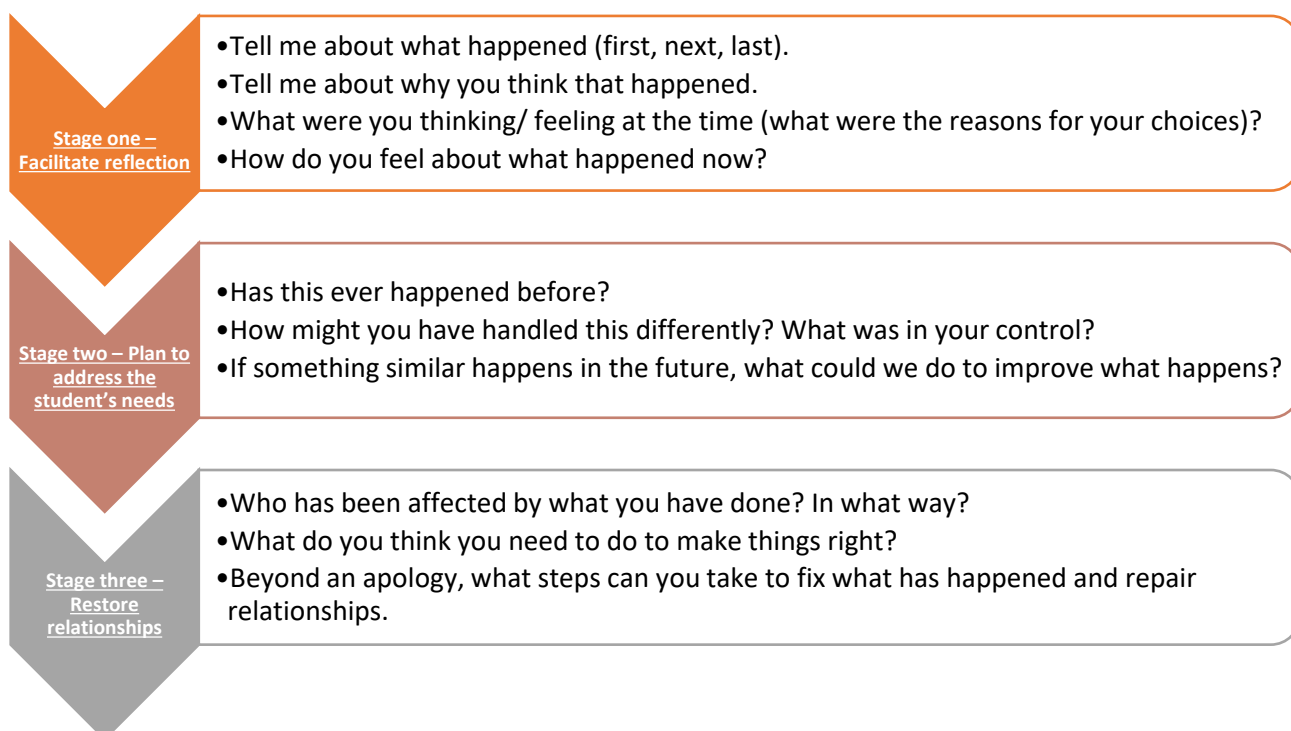
Children are taught about the four stands of Oracy, as seen below.
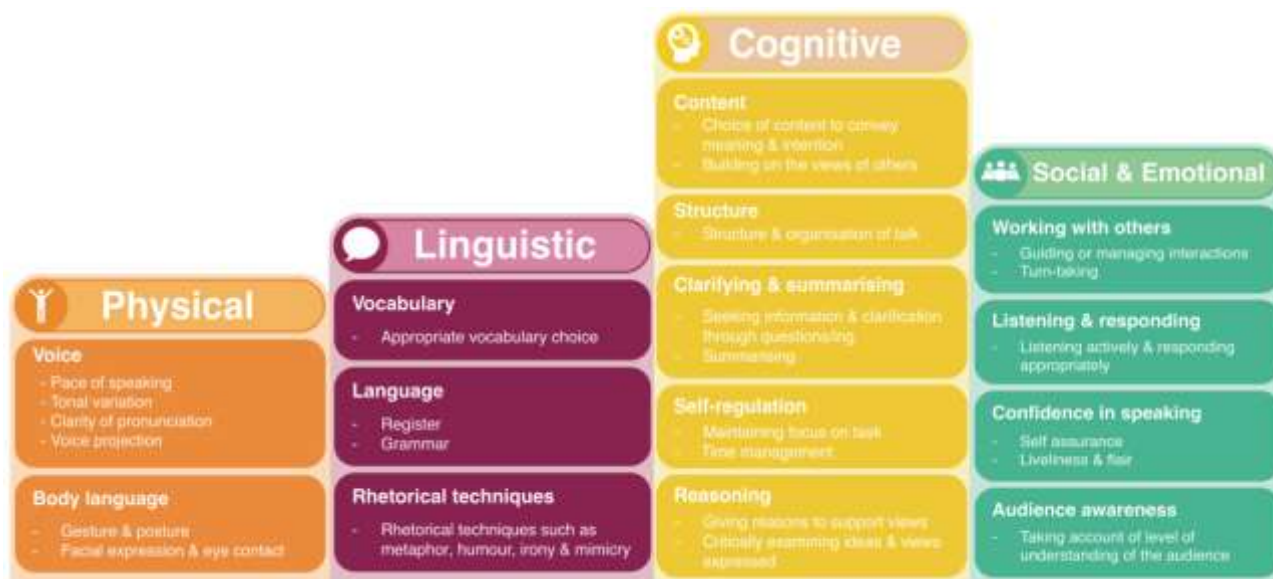
Through this, children learn how to interact with others respectfully; understanding that others will have different views and beliefs, how to form their speech (**cognitive strand**) and conduct themselves when sharing their opinions (including consideration of tone and body language - **physical strand**) as well as how to disagree respectfully (**social and emotional strand**).

Restorative conversations

When disagreements or misbehaviours occur, we support pupils through restorative conversations, to consider the impact of their words and actions on others, and plan the steps needed to correct what happened including what constitutes and effective apology.

Stage one – Facilitate reflection
- Tell me about what happened (first, next, last).
- Tell me about why you think that happened.
- What were you thinking/ feeling at the time (what were the reasons for your choices)?
- How do you feel about what happened now?

Stage two – Plan to address the student's needs
- Has this ever happened before?
- How might you have handled this differently? What was in your control?
- If something similar happens in the future, what could we do to improve what happens?

Stage three – Restore relationships
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?
- Beyond an apology, what steps can you take to fix what has happened and repair relationships.

Behaviour Management

In order to ensure that every child in our school receives the best education and achieve their best, it is necessary to ensure that children consistently behave in a way that is Ready, Respectful and Safe.

Where a pupils is not demonstrating Ready, Respectful and Safe behaviour, Teachers will employ various strategies and approaches to recover the behaviour. In the first instance or where behaviour is low level, the teacher will draw on and make use of 'Least Invasive Behaviour Management' strategies.

Least Invasive behaviour Management

Least invasive behavior management approaches are essential as they maintain a respectful and calm classroom atmosphere, minimising disruptions while preserving students' dignity and promoting self-regulation.

Non-verbal intervention – prompt a behaviour correction without breaking the flow of teaching e.g hand gesture of intentional modelling of correct behaviour	Positive group correction – instruction given to class Short command e.g star learners "I need everyone tracking."	Anonymous Individual Correction – highlights that not all are complying without identifying "Tracking me... I need two more set of eyes."	Quick correction – quick address and redirect attention to positive. "name, I need you to... just like this table/ Joe and Prabneet." Pupil is 'onstage' for shortest time possible.

Where behaviour is deemed deliberate, or the pupil is not responding to the above approaches, the following stages of behaviour management will be employed by the teacher:

Stage of Behaviour Management

Stage 1 - Private warning "(Name) I have noticed that you (behaviour). Remember that we need to be (Ready, Respectful, Safe). You now have the chance to make a better choice. Thank you for listening."	Stage 2 - Final warning "(Name) I noticed that you (behaviour). You have already been reminded to be (Ready, Respectful, Safe). Do you remember when (refer to their positive behaviour)? That is the (name) I need to see. I know you can make the right choice. If you choose to not be (Ready/ Respectful/ Safe) again then you will need reflection time. Thank you for listening."	Stage 3 - Regulate and Reflect If a child continues to show behaviour which is not Ready/ Respectful/ Safe, they will go to the regulation station or 'thinking bench' outside for 5 minutes (timed by class teacher). Class teacher to welcome back to class and have restorative conversation at next opportunity (no reflection sheet needed) "I am pleased that you are ready to try again. Continue with your work and we will talk about this at the end of the lesson. Thank you" Pupil to miss free time to catch up any work missed. Parents to be informed by **class teacher** at end of day.	Stage 4 - Time out If behaviour continues, pupil to be escorted to a neighbouring class/ phase leader/ SLT (progressively) for timeout 5-10 minutes. 15 minutes of next break to be missed. Parents to be informed by AHT at end of day.

Teachers will record any behaviours that reach Stage 3 & beyond on SIMs. Where children are progressing through stages on a regular basis, a *Behaviour Chart* may be considered (see Appendix 1).

There may be circumstances in which children will be moved straight to particular stages.

Managing Serious Behaviours

The following are provided as examples. It is not an exhaustive list and leaders should use their professional judgement when responding to incidences by considering the impact of the behaviour.

Low Level Behaviours	Mid-Level Behaviours	Serious Behaviours	Extreme Behaviours
Not being 'Ready' for learning e.g talking when the teacher is, wandering around the classroom, swinging on a chair, shouting out, pencil tapping etc Failure to complete enough work in a lesson – taking into account age, ability and SEND Lack of attentiveness One of name calling (low level language)	**Not being 'Respectful' of others** e.g speaking rudely to adults, hurting other peoples feeling, unwillingness to work cooperatively, persistence in low level behaviours, swearing (mid-level language) Pushing	**Not being 'Safe' or (behaviour which is likely to impact on the physical or phycological safety of themselves or others)** e.g Swearing or threats towards others (high level language) Fighting Sexualised language/ comments/ jokes Racist, sexist, homophobic or discriminatory behaviour Any form of bullying	**Behaviour that is deemed by the headteacher as presenting a significant high level risk or where the extent of the behaviours surpasses it's consideration as 'serious'** e.g Sexual violence (unwanted physical contact or a sexual nature) Use of or weapons to threaten or harm

In some circumstances it may be appropriate to escalate the response beyond the incremental steps. This will be decided by the headteacher.

1st Occasion

Session out of class

Intervention related to serious behaviour to be completed during this time

Restorative conversation – apology to be discussed and orally rehearsed

30 minutes of free time to be missed (e.g 15 minutes at break & 15 minutes at lunch or 30 minutes at lunch)

Parents informed by phone (DSL/ AHT/ DHT)

2nd Occasion

Half day out of class

A sequence of intervention sessions (3) within 2 week period related to serious behaviour (evidence to be kept)

First intervention session to be completed during time out

Half lunch missed and all break time

Parent meeting with DSL/ AHT/ DHT (as appropriate)

3rd Occasion

Full day out of class

Additional sequence of intervention sessions (3) within 2-week period related to serious behaviour (evidence to be kept)

First intervention session to be completed during time out

Parent meeting with HT (minuted)

Further incidences of repeated behaviour will result in incremental suspensions as necessary.

Supporting Pupils in Crisis

Despite our best efforts, on occasion, pupils may become distressed and display different behaviours as a result. In these instances, adults will follow approaches from the Crisis Development Model when responding to pupil behaviour.

The intention of these interventions is always to support the child to regulate their emotions and behaviour (tension reduction. The intervention needed will depend on the behaviours being demonstrated, which can be seen in the model below.

Crisis Development/ Behaviour Levels	Staff Attitude and Approaches
1. Anxiety **Definition:** A change in typical behaviour. Examples: fidgeting, tapping, not giving eye contact, feeling sick, work avoidance, placing their head on the desk	1. Supportive **Definition:** An empathetic, non-judgemental approach **Examples:** Reassurance, comfort, offer support/ resources, maintain calm, familiar adult, use of now and next boards.
2. Defensive **Definition:** Protecting oneself from a real or perceived challenge. **Examples:** Refusal, growling or loud noises, hiding, challenging authority, pushing chairs over, swearing.	2. Directive **Definition:** **Examples:** Prepare for support, remove objects where possible, give clear choices, remind of outcomes, follow plans, remove audience.
3. Risk Behaviour **Definition:** Behaviour that presents an imminent or immediate risk to self or others. **Examples:** Hitting, kicking, throwing objects, biting, absconding from controlled environment, self harm, climbing.	3. Safety Interventions **Definition:** Non-restrictive and restrictive strategies to maximise maximise safety and minimise harm. **Examples:** Call for help, remove high risk items, follow from distance, do not chase if run, limit responses, necessary holds, abandon activity.
4. Tension Reduction **Definition:** Decrease in physical and emotional energy **Examples:** tiredness and falling asleep, upset/ crying, head in arms.	4. Therapeutic Rapport **Definition:** Re-establish the relationship **Examples:** Ensure comfortable, offer drink, reassure, let them know you are there, give time, assess readiness, emotion coaching, comic strips/ social stories/ drawing, plan for future.

Staff will be mindful of their communication during their interactions, considering the impact of their verbal, paraverbal and non-verbal communication.
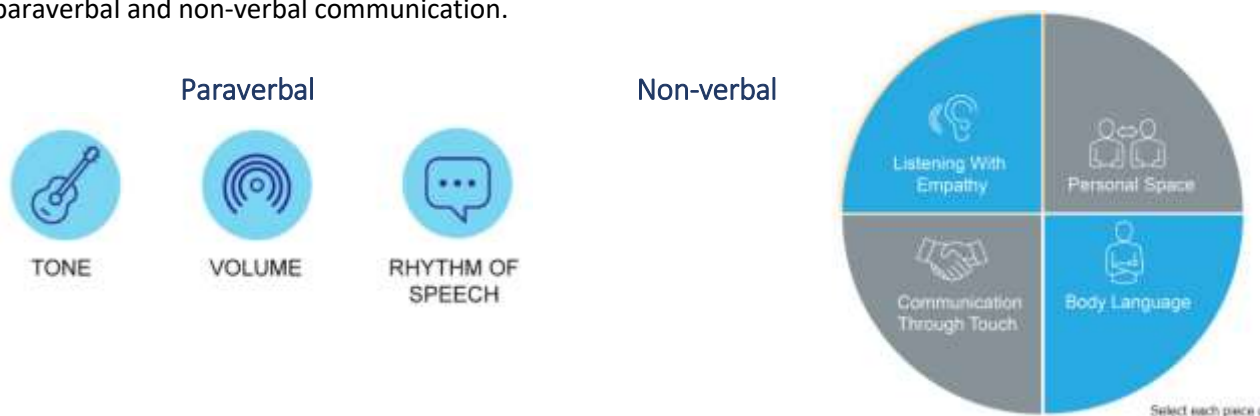
Where de-escalation strategies do not have the intended effect and a pupil exhibits risk behaviours, it may become necessary to physically intervene to ensure the safety of the child and others around them.

Further information regarding restrictive physical intervention can be found in our **Physical Intervention Policy**.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 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:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

In all instances, our intention is to implement preventative approaches to manage bullying. See our **Anti-bullying Strategy** for more information.

Investigations

Where serious or extreme behaviours are reported or suspected, a formal investigation process will be completed by the senior leadership team. This will involve interviewing and recording the responses of those involved or present.

All decisions will aim to be fair and consistent with the policy based on the findings of the investigation. Where evidence is not clear cut, responses will be implemented on the basis of what was most likely to have occurred based on the information gathered.

Exclusions:

Incidents of extreme behaviour and severe breaches of the behaviour policy can lead to a fixed term or permanent exclusion.

There are 3 types of exclusion that a school can sanction:

Lunchtime Exclusion: Pupils whose behaviour at lunchtime is disruptive and unsafe may be excluded from the school site for the duration of the lunchtime period for a fixed length of time. They should be collected, supervised and returned to school for the afternoon session by an adult.

Suspensions (also called Fixed Term Exclusions): For continued disruptive behaviour, or a serious breach of policy (which are not serious enough to warrant a permanent exclusion), an exclusion for a fixed number or sessions/ days will be given.

Permanent exclusion: This decision can only be taken by the headteacher (with agreement of the executive headteacher). A decision to permanently exclude will only be taken:

- I) In response to a serious breach of the school behaviour policy and
- II) If allowing the pupil to remain in school would seriously harm the education or welfare of pupils or others in the school

Following a period of exclusion, there will be a reintegration meeting to re-establish boundaries in relation to behaviour and welcome children back positively to the school.

Please refer to our Trust exclusions policy for more information - https://victoriaacademiestrust.org/wp-content/uploads/2023/12/Exclusions-Procedures-2021-2.pdf

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Responding to other behaviours

Off-site (including online) 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 school uniform
- In any other way identifiable as a pupil of our school
- Online

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
- The pupil is identifiable as a member of the school

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, a member of the senior leadership team 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:

   o Manage the incident internally

   o Refer to early help

   o Refer to children's social care

   o Report to the police

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

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.

Responding to misbehaviour from pupils with SEND

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. This may include:

- Short, planned movement/ brain breaks for a pupil with SEND who finds it difficult to sit still or maintain concentration for long periods

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

- Training for staff in understanding conditions such as autism or ADHD

- Use of visual timetables, now and next boards and reminders about things coming up or changes that have had to be made

- Use of regulation stations where pupils can regulate their emotions during a moment of sensory overload

- Sensory resources, such as fidgets or wobble cushions

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 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.

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.

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.

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.

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.

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 2024

> Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024

> Use of reasonable force in schools

> Supporting pupils with medical conditions at school

> Special Educational Needs and Disability (SEND) Code of Practice

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

> Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Links with other Policies

This behaviour policy is linked to the following policies:

> Exclusions policy

> Child protection and safeguarding policy

> Physical restraint policy

> Searches and Confiscation Policy