



Behaviour Policy and Statement of Behaviour Principles

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Member of staff responsible: Headteacher

Governor responsible: FGB

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Behaviour Policy

School Year 2023-2024

From Small beginnings come great things.

The parable of The Mustard Seed. Matthew 13:31-32

We will apply our Christian and British values, complemented by our small-school benefits; balancing each child's educational, pastoral and emotional needs delivering an exceptional, personalized journey, enabling them to flourish in our family, our community and in the future.

1. Aims and Objectives

This policy aims to:

- Use our vision 'From small beginnings come great things' to create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn through our vision in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the vision and 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

The main objectives are:

- Through our Christian vision – From small beginnings come great things, we will ensure a safe, secure, happy and relaxed working environment for everyone, where children are encouraged to develop positive attitudes towards work and play.
- Through our Christian vision, we will give the children the opportunity to develop self-discipline.
- Through our Christian vision, we will provide a caring, supportive and stable environment where the children work cooperatively and in which they may realise their full potential physically, emotionally and academically.
- Through our Christian vision, we will enable pupils to develop respect for religious and moral values, and an understanding and tolerance of all races, religions and ways of life.
- Through our Christian vision, we will create and maintain a community which, by its organisation, structure and ethos demonstrates strong moral values and principles.
- Through our vision, children will consider our school values that are the roots of our vision - Love, Respect, Honesty, Empathy, Faith and Courage when making decisions about their conduct.

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)

- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [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 give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Not upholding our Christian values
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- 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
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- 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)

4. 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:

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: <ul style="list-style-type: none"> • 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 or gaming sites

At Cadmore End we adopt a **zero-tolerance approach** towards bullying. We do this through:

- Using our vision and values
- PSHE curriculum
- Assemblies
- High expectation of staff and pupils
- Reactive approach to issues that arise
- Staff and governor CPD in preventing and handling bullying

Pupils are encouraged to report any bullying incidents to an adult who will then evaluate the seriousness and report it to the class teacher. The class teacher will liaise with the headteacher/senior leader to determine the course of action. All incidents will be investigated and if further action is required, parents of the children will be informed. School encourages parents, through an open-door policy, to raise any concerns with their child's class teacher.

If further action is required, the head will determine the sanction. Refer to section 7 of this policy

5. Roles and responsibilities

5.1 The governing body

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

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

5.3 Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils based on our school vision
- 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 the school's vision, school rules and expectations
- Recording behaviour incidents promptly using CPOMS
- Write and implement Individual Wellbeing Plans with support from the behaviour coordinator
- Challenging pupils to meet the school's expectations

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

5.4 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
- Refer to our school vision and values when discussing behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher 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
- To sign and support the school in the implementation of Individual Behaviour Plans

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.

5.5 Pupils

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

- Our school vision and values and how this is important within our school
- 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
- To follow steps outlined in any Individual Wellbeing Plans

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

Through sessions that explore our vision and values, 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 are mid-phase arrivals and will be assigned a 'buddy'.

6. School behaviour curriculum

Pupils are expected to:

- Demonstrate our values at all times
- Behave in an orderly and self-controlled way
- Show respect to members of staff, each other and any visitors to the school.
- In the classroom, demonstrate a positive attitude to learning and behaviour that doesn't impact on other pupils'
- Move quietly, sensibly and safely around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform in line with our school policy
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, particularly when outside school

6.1 Mobile Phones

Pupils are not allowed to bring in a mobile phone. If a pupil needs to bring in a phone or electrical device e.g. they will be staying at another parent's home overnight, the pupil will need to hand the phone or electrical device to the office team who will return the device at the end of the day.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- To follow the school's Behaviour Chart (See appendices)
- Display the behaviour curriculum or their own classroom rules
- Display our vision and values and refer to these when needed
- 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

7.2 Safeguarding

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

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

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

Please refer to our [child protection and safeguarding policy for more information](#)

7.3 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 vision and values.

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:

- Praise
- House points
- Certificates – Star of The Week, Values and Headteacher award
- Letters to parents
- Special responsibilities/privileges
- Classroom specific awards
- Use of Sunshine/clouds (EYFS and Key Stage 1) or Stars (Key Stage 2)

7.4 Responding to misbehaviour

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

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

De-escalation techniques may 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 school follow the consequences outlined in the behaviour chart for EYFS, Key Stage 1 and 2 and break/lunchtimes (See appendices).

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.

A few children may not respond to the above sanctions and may need an individual system established, involving small, achievable targets. The class teacher will have support from the SENDCo in this, and this may involve creating a BIP (Behaviour Improvement Plan) and implementing behaviour charts/notable behaviour books and home/school diaries. Outside agency support services will be consulted if it is felt appropriate.

7.5 Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- ➤ Be recorded and reported to parents
- Follow the techniques covered in Step Up training

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

7.6 Confiscation, searches

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

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

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, 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 or designated safeguarding lead (or deputy) who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the headteacher to try 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 3, 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, desks or bags.

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
- Trays
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). 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.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site misbehaviour

Sanctions will 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

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

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

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

7.8 Online misbehaviour

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

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher or senior member of staff 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.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. All consequences to sexual harassment and sexual violence are outlined in the school's behaviour chart (see appendices)

The school's response will be:

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

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

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

Please refer to our child protection and safeguarding policy for more information [child protection and safeguarding policy for more information](#)

7.11 Malicious allegations

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

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

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

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

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

8. Serious sanctions

8.2 Removal from classrooms

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

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

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal will be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by Debbie Groom Headteacher, and will be removed for a maximum of half a day. Whilst with Mrs Groom, they will complete set work and also discuss how our values and vision can help them from not making the same mistake.

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

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

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

- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
 - Multi-agency assessment
 - Writing an Individual Wellbeing Plan with support of the Behaviour Coordinator

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

8.3 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.

Please refer to our [exclusions policy](#) for more information

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will 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.

Examples of the school's approach to anticipating and removing triggers of misbehaviour are below.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

9.2 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?
 - Does an Individual Wellbeing Plan need to be written for the child?

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.

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

The school's special educational needs co-ordinator (SENCO) – Debbie Groom, 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.

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

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

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan. [Our SEN Local Authority is Buckinghamshire Council](#)

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. The schools strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension will include:

- Reintegration meetings
- Daily contact with the headteacher or senior leader
- A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

Our sessions include revisiting what makes our school special – exploring the story of The Mustard Seed.

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

12. Training

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

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

Behaviour management will also form part of continuing professional development.

A staff training log can be found on the schools intranet.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by Debbie Groom Headteacher

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

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

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

13.2 Monitoring this policy

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

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

14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Safeguarding policy
- DFE Use of Reasonable Force

Appendix 1: written statement of behaviour principles

- *Through our vision and values, every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others*
- *All pupils, staff and visitors are free from any form of discrimination*
- *Through our vision and values, staff and volunteers set an excellent example to pupils at all times*
- *Rewards and sanctions are used consistently by staff and volunteers, in line with the behaviour policy*
- *The behaviour policy is understood by pupils, staff, governors and volunteers*
- *The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions*
- *Pupils are helped to take responsibility for their actions*
- *Families are involved in serious or persistent behaviour incidents to foster good relationships between the school and pupils' home life*

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

This written statement of behaviour principles is reviewed and approved by the full governing body annually

Appendix 2: Behaviour Charts

Cadmore End Church of England School Behaviour Chart

All children to start the day on the first star (Key Stage 2) or the sunshine (EYFS/Key Stage 1). Use Positive Praise, this will encourage the positive behaviour we want to see. If children show positive behaviours after being moved, they can and will be moved back up. Any child who refuses to complete work in class time, will be kept in at break or lunch time and will complete this then.

September 2023

EYFS

	Behaviour	Action	Consequences
1	Calling out, interrupting, silly noises, rudeness Wandering around the classroom Not keeping hands/feet to themselves. Ignoring instructions, pushing in the line. Name calling. Disruption to learning, refusals to join in/work, fiddling to cause disruption. Being somewhere without permission	Warning	Rule reminder Remind child of the type of behaviour we would like to see and why. Proximity praise to others Teacher 'look'
2	Repeat occurrence of above	Move child's name down to the rain cloud	Child/adult move name down the behaviour display for visual reminder Explain that if they make a good choice and start showing the correct behaviour then they can move back up to the sunshine. Proximity praise to others
3	Continued occurrence of above Disruption/obstruction. Inappropriate rude language aimed at others. Challenge of authority Treating classroom without respect e.g. damaging displays, damaging play equipment	Move child's name down to the Storm Cloud Child to sit out and reflect ('thinking time') for 1 to 5 minutes (dependent on age of child and severity of behaviour)	'Thinking time' in reflection area for 1 to 5 mins with a sand timer. If child refuses to go to the reflection area, move toys/children away from where they are sat and take the sand timer to them. Child/adult move name down the behaviour display for visual reminder. Calmly discuss with child why they have moved down and the behaviours we would like to see. Explain that if they make a good choice, they can move back up the chart, Calmly refer to zones of regulation and discuss strategies to move out of the zone they are in. Proximity praise to others Log behaviour on abc chart
4	Repeat occurrence of above OR Continual refusal to complete set tasks Serious and deliberate actions to disrupt	Child's name on the storm cloud Child to complete thinking time for 1 to 5 minutes (dependent on age of child and severity of behaviour)	'Thinking time' in reflection area for 1 to 5 mins with a sand timer. If child refuses to go to the reflection area, move toys/children away from where they are sat and take the sand timer to them. Child/adult move name down the behaviour display for visual reminder. Calmly discuss with child why they have moved down and the behaviours we would like to see. Explain that if they make a good choice, they can move back up the chart, Calmly refer to zones of regulation and discuss strategies to move out of the zone they are in. Proximity praise to others CT contact parent verbally & complete parent contact on CPOMS Log behaviour on abc chart and CPOMS
5	Repeat of the above OR Highly disruptive & unsafe behaviour (slapping or pushing), Leaving room without permission. Deliberate, persistent known offensive/ abusive language,	Child's name move down to the Storm Cloud. Child taken to DG office (or DG called down, depending on adult ratios)	DG to have conversation with child in DG office or classroom. DG administer time out. CT contact parent verbally & complete parent contact on CPOMS Log behaviour on abc chart and CPOMS
6	Continued repeat of above Extremely violent behaviour, high risk to safety of themselves or others (throwing tables/chairs) Serious and intentional abuse / violence to staff/children (punching, biting, kicking, head butting, spitting at	DG urgently called	Internal exclusion ($\frac{1}{2}$ day) DG to have conversation with child, DG to have conversation with child/contact parent verbally & parent contact on CPOMS. Internal exclusion or suspension agreed by DG.

	someone, verbal). Leaving/attempting to leave school premises. Disruption of school life		Plan an integration meeting with the child's parents Office to call police and notify them if any child leaves the school site Log behaviour on abc chart and CPOMS
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KS1 and KS2

	Behaviour	Action	Consequences
1	Calling out, interrupting, silly noises, rudeness Wandering around the classroom Not keeping hands/feet to themselves. Ignoring instructions, pushing in the line. Name calling. Disruption to learning, refusals to join in/work, fiddling to cause disruption. Being somewhere without permission	1 st warning	Rule reminder Proximity praise to others Teacher 'look'
2	Repeat occurrence of above	2 nd warning	Warning and choices, rule/consequence reminder, praise those making the right choices Proximity praise to others
3	Spitting not directed at someone, swearing not aimed at others Bullying behaviours (one off instances) Repeat occurrence of above	Name moved down <u>If they are still there at the end of the day, 3-5 mins off GT</u>	Reflection within own classroom 5/10 mins Child/adult move name down the behaviour display for visual reminder Proximity praise to others
4	Continued occurrence of above, disruption/obstruction. Inappropriate rude language aimed at others. Challenge of authority e.g. slow movement. Treating classroom without respect e.g. damaging displays, damaging equipment, petty theft e.g. blutack, graffiti (walls or furniture)	Named moved down to red <u>If they are still there at the end of the day, 5/10 mins off GT</u>	Reflection within link classroom 10/20 mins CT contact parent verbally & complete parent contact on CPOMS
5	Lying (once proven), repeat occurrence of above OR Continual refusal to complete set tasks Serious and deliberate actions to disrupt	Send to link class <u>10/15 mins off GT</u>	Sent to link class with work 20/30 mins Link teacher to have conversation with child, CT contact parent verbally & complete parent contact on CPOMS
6	Highly disruptive & unsafe behaviour (slapping or pushing), Leaving room without permission. Deliberate, persistent known offensive/ abusive language, cheating in tests, stealing, Intentional (with understanding) racist, religious, bullying, homophobic, child-on-child sexual abuse. Behaviour targeting others, threats	Removal from class <u>15/20 mins off GT</u>	Internal suspension (½ day) DG to have conversation with child, CT to contact parent & complete parent contact on CPOMS
7	Continued repeat of above Extremely violent behaviour, high risk to safety of themselves or others (throwing tables/chairs) Serious and intentional abuse / violence to staff/children (punching, biting, kicking, head butting, spitting at someone, verbal). Leaving/attempting to leave school premises. Disruption of school life	Removal from class. -	Immediate Removal DG to have conversation with child/contact parent verbally & parent contact on CPOMS. Internal exclusion or suspension agreed by DG. Plan an integration meeting with the child's parents Office to call police and notify them if any child leaves the school site Possible permanent exclusion

Appendix 3: Break and Lunch Time Behaviour Chart

Lunch Time Cadmore End Church of England School Behaviour Chart

All children to start the day on the first star (Key Stage 2) or the Sunshine (EYFS/Key Stage 1). Use Positive Praise, this will encourage the positive behaviour we want to see. If children show positive behaviours after being moved, they can and will be moved back up. Teachers to get children lined up silently before walking the children to the hall in silence. Teachers to then collect children at the end of lunch, have them lined up silently before walking them into class in silence.

	Behaviour	Action	Consequences
1	Calling out, interrupting, silly noises, rudeness, teasing, name calling Wandering around Not keeping hands/feet to themselves. Ignoring instructions, pushing in the line. Name calling. Disruption Staring at another child Making excessive noise Going into an area they should not be (Cabin, school building, behind the hall etc.)	1 st warning	Rule reminder
2	Repeat occurrence of above Moving off seat if in the hall	2 nd warning	Warning and choices, rule/consequence reminder, Praise those making the right choices
3	Spitting, not directed at someone Swearing not aimed at others Throwing/deliberately dropping food or rubbish Bullying behaviours (one off instances) Climbing trees Repeat occurrence of above Hitting with sticks	3 rd Warning Children to stand by the adult for 3-5 minutes Name moved down to amber in class	Reflection for 3-5 mins Adult to inform class teacher who will move the child down to amber in class Proximity praise to others
4	Continued occurrence of above, disruption/obstruction. Inappropriate rude language aimed at others. Challenge of authority e.g. slow movement. Treating playtime equipment without respect e.g. damaging equipment, deliberately destroying plants/killing minibeasts petty theft e.g. lunch items from other children or school lunches	Named moved down to red <u>in class</u> Child to stand by adult for 5-10 mins	Reflection within link classroom 5 to 10 mins Adult to inform class teacher, who will move the child down to red CT contact parent verbally & complete parent contact on CPOMS
5	Lying (once proven), repeat occurrence of above OR Continual refusal to follow instructions Serious and deliberate actions to disrupt play Fighting Repeatedly going into school building without permission	Send to class teacher Class teacher to move child down to red and have a conversation with the child	Sent to class teacher Adult to have conversation with child CT contact parent verbally & complete parent contact on CPOMS
6	Highly disruptive & unsafe behaviour (slapping or pushing) Deliberate, persistent known offensive/ abusive language, cheating in tests, stealing, Intentional (with understanding) racist, religious, bullying, homophobic, child-on-child sexual abuse. Behaviour targeting others, threats. Continued repeat of above. Extremely violent behaviour, high risk to safety of themselves or others (throwing equipment) Serious and intentional abuse / violence to staff/children (punching, biting, kicking, head butting, spitting at someone, verbal). Leaving/attempting to leave school premises. Disruption of school life	Send to DG Adult to inform DG and Class teacher	Internal suspension ($\frac{1}{2}$ day) DG to have conversation with child, CT to contact parent & complete parent contact on CPOMS Immediate Removal DG to have conversation with child/contact parent verbally & parent contact on CPOMS. Internal suspension agreed by DG. Plan an integration meeting with the child's parents Office to call police and notify them if any child leaves the school site Possible permanent exclusion