



Behaviour Policy & Statement of Behaviour Principles (Primary learners)

Policy Agreed (date):	June 2024
Next Review (date):	June 2025
Reviewed on (date):	September 2023 April 2024 June 2024
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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all learners have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-provision approach to maintaining high standards of behaviour that reflect the values of the provision
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all learners
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in provision s: advice for headteachers and provision staff, 2016](#)
- [Behaviour in provision s: advice for headteachers and provision staff 2022](#)
- [Searching, screening and confiscation at provision 2018](#)
- [Searching, screening and confiscation: advice for provision s 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained provision s, academies and learner referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained provision s, academies and learner referral units in England, including learner movement - 2022](#)
- [Use of reasonable force in provision s](#)

- [Supporting learners with medical conditions at provision](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

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

3. Definitions

Misbehaviour (Yellow and Orange) can be defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Being rude and disrespectful
- Swearing
- Unsafe behaviour
- Low level damage
- Smoking/Vaping

Serious misbehaviour (Red) can be defined as:

- Repeated breaches of the provision 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 and or Paraphernalia
 - Stolen items
 - 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 learner)

4. 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: <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

provision

The provision will take the following steps when dealing with concerns about bullying:

- If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it.
- A clear account of the concern will be recorded and given to the DSL.
- The investigating member of staff will interview everyone involved and keep a detailed record. This will be held in line with the provision's data protection policy/practice.
- Parents and other relevant adults will be kept informed.
- Where bullying occurs outside provision, any other relevant provisions or agencies will be informed and advice/support obtained.
- Punitive measures will be used as appropriate and in consultation with all parties involved.
- provision currently adopts a practice of Restorative practice. Learning mentors are trained alongside relevant staff and have successfully re-integrated students.

learners & Staff

Staff who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- Providing reassurance that the bullying will be addressed
- Offering continuous support.
- Restoring self-esteem and confidence
- The use of specialist interventions and/or referrals to other agencies e.g. educational psychology, where appropriate.
- Help and advice on how to remove online material.

learners who have been bullied will be supported by:

- Discussing what happened.
- Discovering why the learner became involved
- Establishing the wrongdoing and need to change
- Informing parents to help change the attitude of the learner
- The use of special interventions and/or referrals to other agencies where appropriate.
- Peer Mentors

The following disciplinary steps can be taken:

- Official warnings to cease offending
- Exclusion from certain areas of the provision premises
- Minor fixed term suspension
- Major fixed term suspension
- Withdrawal of placement
- Group or 1 to 1 work to explain the negative effects of bullying to the perpetrators and their cohort.

5. Roles and responsibilities

5.1 The Executive headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the provision environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of learners
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the provision 's behavioural culture to ensure they understand its rules and routines, and how best to support all learners 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 learners both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy (see section 13.1)

5.2 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for learners
- Establishing and maintaining clear boundaries of acceptable learner behaviour
- Implementing the behaviour policy consistently
- Communicating the provision's expectations, routines, values and standards through teaching behaviour and in every interaction with learners
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular learners
- Considering their own behaviour on the provision culture and how they can uphold provision rules and expectations
- Recording behaviour incidents promptly via Class Charts
- Challenging learners to meet the provision's expectations

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

5.3 Parents and carers

Parents and carers, where possible, should:

- Get to know the provision's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the provision's behaviour policy
- Inform the provision 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 provision directly, whilst continuing to work in partnership with the provision
- Take part in the life of the provision and its culture

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

5.4 learners

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

- The expected standard of behaviour they should be displaying at provision
- That they have a duty to follow the behaviour policy
- The provision'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

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

learners will be supported to develop an understanding of the provision 's behaviour policy and wider culture.

learners 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 learners who are mid-phase arrivals.

6. provision behaviour curriculum

learners are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all learners to learn
- Be Kind
- Showing determination
- Engaging well and following adult instructions
- Trying hard to resolve problems
- Developing strategies to self-regulate
- Treat the provision buildings and provision property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the provision into disrepute, including when outside provision or online

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

6.1 Mobile phones

At The Bridge it is a non-negotiable to have a mobile phone during provision time. All students on arrival hand in their mobile phones as well as any other items that are non-negotiable. These are secured securely in the main office in a locked cupboard. Due to the vulnerability of the students and the education they have missed it is vital they do not have this distraction during the provision day. If students do not hand in phones when they are requested then this is classed as a refusal to follow instructions and their session is ended.

This is supported by our mobile policy

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 provision .

They will:

- Create and maintain a stimulating environment that encourages learners to be engaged
- Display the behaviour strategies in the classroom and throughout the building
- Develop a positive relationship with learners, which may include:
 - Greeting learners 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 provision recognises that changes in behaviour may be an indicator that a learner is in need of help or protection. We will consider whether a learner'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 learner'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 provision's culture and ethos.

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

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Instant rewards from the office
- Certificates, postcards and golden tickets
- Whole-tutor or provision rewards, such as a popular activity
- Personal best

7.4 Responding to misbehaviour

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

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

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

All learners 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 learner to help them to meet behaviour standards in the future.

The provision may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the learner for reflection
- A verbal reprimand and reminder of the expectations of behaviour
- Movement break
- Allow them time to make the right choice
- Referring the learner to a senior member of staff

- Letter or phone call home to parents
- Suspension
- withdrawal of placement, in the most serious of circumstances

Personal circumstances of the learner 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.

7.5 Reasonable force

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

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

Incidents of reasonable force must be reasonable proportionate and necessary in addition to:

- 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

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

Please refer to our positive handling policy for more information.

7.6 Confiscation, searches, screening

Searching, screening 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 learner's possession as a result of a search will be confiscated. These items will not be returned to the learner.

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

Searching a learner

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the learner, 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 learner 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 learner; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

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

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

An appropriate location for the search will be found. Where possible, this will be away from other learners. The search will only take place on the provision premises or where the member of staff has lawful control or charge of the learner, for example on a provision 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 learners or staff at risk
- Consider whether the search would pose a safeguarding risk to the learner
- Explain to the learner why they are being searched
- Explain to the learner 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 learner the opportunity to ask questions
- Seek the learner's co-operation

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

If they still refuse to co-operate, the member of staff will contact the Headteacher or DSL to try and determine why the learner is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the learner. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the learner 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 provision rules.

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

An authorised member of staff may search a learner's outer clothing, pockets, possessions, desks or lockers.

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 learners' possessions

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

- Desks
- Lockers
- Bags

A learner's possessions can be searched for any item if the learner agrees to the search. If the learner 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 provision rules.

An authorised member of staff can search a learner's possessions when the learner 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 learner 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 provision'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 provision 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 provision will consider whether the learner 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 provision'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 provision 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 provision, staff will assess and balance the risk of a potential strip search on the learner'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 provision premises, the decision on whether to conduct a strip search lies solely with them. The provision will advocate for the safety and wellbeing of the learner(s) involved. Staff retain a duty of care to the learner involved and should advocate for learner 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 learner's parents to inform them that the police are going to strip search the learner before strip search takes place, and ask them if they would like to come into provision to act as the learner's appropriate adult. If the provision can't get in touch with the parents, or they aren't able to come into provision 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 learner's parents will always be informed by a staff member once a strip search has taken place. The provision will keep records of strip searches that have been conducted on provision 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 learner, except in urgent cases where there is risk of serious harm to the learner or others.

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

- The learner 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 learner's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the learner 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 learner
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the learner, unless the learner specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the learner 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 learner could be seen by anyone else.

Care after a strip search

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

As with other searches, the provision will consider whether the learner 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 provision'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 learner(s) who have been strip searched more than once and/or groups of learners 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.

Screening

We reserve the right to screen students should we believe there is a sufficient risk or reason to do so. in these specific cases;

- Staff use the wand that is provided.
- Students are wanded outside of their clothes and staff are not invasive of intimate areas
- All students are treated equally
- This is performed at the front of the building in reception not in an enclosed area

Recording

- The date, time and location of the search
- Which learner was searched
- Who conducted the search and any other adults or learners present
- What was being searched for
- The reason for searching
- What items, if any, were found
- What follow-up action was taken as a consequence of the search

7.7 Off-site misbehaviour

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

- Taking part in any provision -organised or provision -related activity (e.g. provision trips)
- Travelling to or from provision
- In any other way identifiable as a learner of our provision

Sanctions may also be applied where a learner 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 provision
- Poses a threat to another learner

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

7.8 Online misbehaviour

The provision can issue behaviour sanctions to learners for online misbehaviour when:

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

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

7.9 Suspected criminal behaviour

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

When establishing the facts, the provision 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 DSL will make the report.

The provision will not interfere with any police action taken. However, the provision 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 provision will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

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

The provision's response will be:

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

The provision 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.

7.11 Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the provision (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the learner 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 provision will also consider the pastoral needs of staff and learners 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 learners.

8. Serious sanctions

8.2 Removal from classrooms

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

learners 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 learners from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Rather than the terminology removal we allow students reflection time to be able to reflect.

Removal can be used to:

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

learners who have been removed from the classroom are supervised by teaching assistants, and will be removed for a maximum of one lesson.

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

learners should be reintegrated into the classroom as soon as appropriate and safe to do so. The provision will consider what support is needed to help a learner 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 provision will consider an alternative approach to behaviour management for learners who are frequently removed from class, such as:

- Meetings with mentors
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- learner support units
- Multi-agency assessment

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 learner in the behaviour log.

8.3 Suspension and permanent exclusions

The provision can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-provision 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 learners with SEND

9.1 Recognising the impact of SEND on behaviour

The provision recognises that learners' 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 learner's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a learner's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from learners with SEND, especially where their SEND affects their behaviour, the provision 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 learner caused by the provision's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of learners with SEND ([Children and Families Act 2014](#))
- If a learner has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the provision must co-operate with the local authority and other bodies

As part of meeting these duties, the provision 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 learner concerned.

- Short, planned movement breaks for a learner with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a learner with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where learners can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for learners with SEND

When considering a behavioural sanction for a learner with SEND, the provision will take into account:

- Whether the learner was unable to understand the rule or instruction?

- Whether the learner was unable to act differently at the time as a result of their SEND?
- Whether the learner is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the provision to sanction the learner for the behaviour.

The provision 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 learner displaying challenging behaviour may have unidentified SEND

The provision's special educational needs co-ordinator (SENCO) may evaluate a learner 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 learner, 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 learners with an education, health and care (EHC) plan

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

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

10. Supporting learners following a sanction

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

- Reintegration meeting
- Behaviour reflection
- Meeting with professionals/home provision
- Parent/carer meeting

11. learner transition

11.1 Inducting incoming learners

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

11.2 Preparing outgoing learners for transition

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

To ensure behaviour is continually monitored and the right support is in place, information related to learner 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 learners at the provision
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating provision behaviour

The provision will collect data on the following:

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

The data will be analysed every term by Nikita Boydell - Executive Headteacher.

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

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

The provision 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 learners are identified by this analysis, the provision will review its policies to tackle it.

13.2 Monitoring this policy

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

14. Links with other policies

This behaviour policy is linked to the following policies

- Suspension policy
- Child protection and safeguarding policy
- Positive Handling policy
- Anti-bullying policy

Appendix 1: written statement of behaviour principles

- Every learner understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All learners, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to learners at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by learners and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- learners are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the provision and learners' home life