



## **LGS STONEYGATE**

### **BEHAVIOUR, REWARDS AND SANCTIONS POLICY**

This policy works in conjunction with the Restrictive Interventions and Reasonable Force Policy, Child Protection and Safeguarding Policy, Use of ICT, Mobile phones and other Election Devices Policy, Attendance Policy and is relevant to all pupils including EYFS.

#### **1. LGS Stoneygate**

##### **1.1 Vision and Ethos**

At LGS Stoneygate (LGSS), we endeavour to create a happy, safe and inclusive environment to enable children to reach, and where possible exceed, their full potential. All those who work within the school, including staff, pupils, parents and the wider community, have a vital role to play in the support that our pupils require to thrive. We recognise the integral role that the development of positive relationships plays in this process.

Positive relationships in schools are central to the wellbeing of both pupils and teachers and underpin an effective learning environment. Schools play a significant part not only in the formal education of young people but also in their wellbeing – and hence the wellbeing of families and communities of the future. The purpose of this policy is to provide guidance and support to all individuals with establishing and maintaining such relationships.

LGSS does not support any form of corporal punishment throughout the school, including EYFS. Corporal punishment will not be used or threatened.

##### **1.2 Aims**

The school has identified the following aims to support the development of relationships and high-quality behaviour characteristics:

- To model how pupils can demonstrate high quality behaviour
- To provide guidance on how pupils can demonstrate high quality behaviour
- To build pupils' capacity to develop relationships
- To develop pupils' understanding of what makes a relationship effective
- To provide a safe, secure and happy environment for pupils to learn

- To develop pupils' emotional intelligence
- To provide systems which promote positive behaviour that support all members of the school community
- To provide everyone with the opportunity for their voice to be heard

### 1.3 School Values and Rules

#### Values

The school has identified four key values which sit at the heart of all learning and personal development at LGS Stoneygate. School staff support children in developing awareness of these values and strive to empower children to take ownership of the development of these values in themselves. Through shared expectations and a consistent approach, the school aims to promote a harmonious working environment where all can build the skills of working both independently and co-operatively. By creating a sensitive and supportive atmosphere all children are encouraged to be:

- **Caring**
- **Curious**
- **Committed**
- **Creative Rules**

The school rules, which were developed through consultation with the whole school community, are designed to support the children in demonstrating positive relationships and encompassing the ethos of our school. We will be:

- **Ready to learn**
- **Respectful**
- **Responsible and Safe**

## 2. The Role of the Community in Developing Positive Relationships

### 2.1 Role of Staff

Developing a positive relationship between staff and pupils is a fundamental aspect of high-quality teaching and learning; it promotes a sense of school belonging and encourages pupils to actively participate in their own development. School staff support pupils to develop their confidence to experiment and succeed in an environment where they are not restricted by the fear of failure. They are able to assist and develop pupils' resilience and ambition, and help them become thoughtful learners, as well as being there for support and guidance.

By being aware of every child's individual needs, whether academic or social/emotional, staff provide the necessary understanding to ensure that children are supported in overcoming their barriers to success. This support is delivered in a number of different ways dependent on the situation and the needs of the child, such as:

- Listening to a child when they wish to share concerns
- Offering advice and guidance and coaching in relation to concerns
- Understanding individual needs and adapting practice to support individual learning. Inclusive teaching activities and learning
- Communicating where necessary, with parents about a child's concerns

- Liaising with other school staff and outside professionals who may be able to provide further support
- Assist with planning appropriate additional support (1:1 sessions, interventions)
- Provide safe and secure environment to encourage all students feel comfortable to express their thoughts and feelings which includes a clear system for students to report concerns through Anonymous Voice Portal

Staff positively encourage a culture where children and young people feel included, listened to, respected, safe and secure. Furthermore, pupils' achievements and contributions are valued and celebrated which is essential to the development of good relationships. To create an environment for effective learning and teaching, there should be a shared understanding of wellbeing underpinned by children's rights and a focus on positive relationships across the whole school community.

Examples of how staff seek to develop and strengthen relationships:

- Treat all pupils with respect
- Provide a safe and positive learning environment
- Be there to listen to pupils and provide advice and support
- Identify the most appropriate time to address issues
- Monitor pupils that are not presenting themselves emotionally and mentally as they usually would. E.g. actively speaking to a pupil who is much quieter than usual
- Encourage pupils to find their voice and be a positive advocate for themselves – taking ownership of their lives

Staff understand the importance of highlighting the positive behaviour choices made by pupils, as and when they happen. They seek to celebrate these instances both publicly, where appropriate, and privately with the individuals.

Examples of how staff celebrate positive pupil behaviour are:

- Praising children
- Giving children affirmative recognition:
  - Stickers
  - Certificates
  - Notes/calls home
  - Sharing positives with parents
- Positive marks (Years 3-6) and Positive marks (Years 7-11) are collected, and these contribute towards their League
- 20/20 – New End of Term Award
- Termly awards
- Commendation of Excellence
- Leaderships roles e.g. Form Captain, Year 11 Prefects
- Class Dojo rewards
- Values in Action Certificates

Examples of actions that staff seek to avoid:

- Humiliation
- Overreacting
- Blanket punishment
- Shouting
- Harsh sarcasm
- Threatening children with someone else's discipline (e.g. go to see Mr X)
- Pigeonholing a student / not wiping the slate clean / applying self-fulfilling prophecies to pupils
- Distinguishing between the child and the behaviour E.g. 'That behaviour is disruptive to others, not 'You are disruptive'

It is integral for the development of healthy relationships that staff find a **consistent** balance between promoting positive behaviour and supporting children in recognising when actions are inappropriate. When it is required to do so, staff will carefully consider when and how sanctions are put in place, clearly explaining their reasoning to individuals in order for pupils to develop an understanding of the impact their actions have had on others and that such behaviour choices require further reflection as a result.

Staff welcome communication with parents/carers on all aspects of their child's education, including their personal and social development. Where appropriate, staff will contact parents/carers to discuss specific incidents of behaviour or concerns around attitude and engagement with learning and will always endeavour to communicate as soon as possible if they feel it is needed. Examples of communication with parents/carers are described below:

- Informal chat before or after school
- Contact through a telephone call
- Via Email
- Meeting with parents/carers after school
- Planners and notes home

To ensure that all members of the school community fulfil their role, the Head and Deputy Heads will act to promote the development of relationships and the positive, consistent management of behaviour.

It is the responsibility of the Head under the School Standards and Framework Act 1998, to implement the school's, Behaviour, Rewards and Relationships Policy consistently throughout the school, and to report to Trustees, when requested, on the effectiveness of the policy. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the school.

### **2.3 The Role of Trustees**

The Board of Trustees has the responsibility of setting down general guidelines on standards of behaviour management, and of reviewing their effectiveness. The Board of Trustees support the Head in carrying out these guidelines.

The Head has the day-to-day authority to implement the school's Behaviour, Rewards and Relationships Policy, but the Board of Trustees may give advice to the Head about specific behavioural concerns. The Head must take this into account when making decisions about matters of behaviour.

## **2.4 Role of Pupils**

All pupils are encouraged to take responsibility for their own actions and develop an awareness of how their actions might impact on other individuals, as well as themselves. Pupils are regularly reminded of the school's ethos, rules and values and take ownership of this throughout their time at LGSS.

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across the school. These include, but are not limited to:

- Prefects
- Form Captains
- Wellbeing ambassadors
- League Captains
- Reading Buddies: Year 10 with Years 1, 2, 3, 4 and 5

### **What pupils can do to develop positive relationships:**

- Endeavour to make positive and considerate behaviour choices
- Be aware of their role in supporting their peers in and around the school and ensure that everyone feels safe and listened to
- Recognise the role of the adults in school in supporting them with their choices
- Be reflective on their choices and the consequences
- Be open and honest about concerns that they may have both within and outside the school
- Learn to advocate for themselves and take ownership of their choices

## **2.5 Role of Parents/Carers**

The partnership between home and school is a vital tool in supporting children to develop healthy relationships and helping them to develop positive behaviours. Therefore, the role of parents/carers in the relationship and behaviour policy is a vital one. Throughout every year, there are several ways in which home-school communication is promoted to ensure that parents/carers have opportunities to share in the successes and celebrations of their child. Equally important is the opportunity to discuss any behaviour choices made which are not deemed in keeping with the school's ethos and values.

Whilst the school is aware that families support their children in a variety of different ways, there is an expectation that parents support the school in the approach that is set out in this policy and be consistent when discussing behaviours with their children.

However, school also understands the importance of providing parents/carers with an opportunity to discuss their own concerns, or indeed, their child's concerns that may not have already been shared by the pupil with staff at school.

#### **What parents/carers can do to develop relationships:**

- Provide support to the school/teachers, where required, when resolving concerns around school life generally and behaviour in particular
- Contact and communicate with the school regarding concerns any concerns they may have about their child
- When able to do so, participate in the wider life of the school by attending activities/events. Join Friends of LGS Stoneygate (FOLS). Attending school events including sporting fixtures, Carol Service, sports days etc
- Discuss the school's key values and expectations with their children and share in their importance

#### **4. Adapting Practice and Targeted Support**

The school recognises that individual pupils will require varying degrees of support in developing their understanding of effective behaviour strategies and values. A combination of any number of factors (such as a special educational need, early trauma or home circumstances) may determine a child's capacity to comprehend their actions and the actions of others.

As such, staff take an adaptive approach to supporting individuals, whilst remaining consistent to the key principles outlined in the policy. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

The subsequent sections are examples of the wider provision and targeted support available at LGSS to support pupil's personal development:

##### **4.1 Pastoral Support Groups**

Pastoral Support Groups provides support and guidance to children who are experiencing difficulties in learning due to social, emotional needs as well as other pastoral concerns. Through 1:1 or group sessions, children learn to understand their emotions and respect the feelings of those around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them. The content of these sessions is shared with other Teachers who can also provide additional support within the classroom should it be required.

##### **4.2 Early Help Support**

When families are experiencing difficulties, it may be appropriate to open an Early Help (previously CAF) after an assessment has been completed.

An Early Help Assessment is a way of gathering information about children with their family and using it to help decide what type of support is needed to help. People from different organisations will talk to one another, share information with parental consent and work together with families to help to support children.

Once an Early Help is open, regular Family Support Meetings are held to review agreed actions and plan the next steps. Parents and children contribute to the action plan. The lead professional will be point of contact for the family and monitor the action plan. This might be the person who wrote the plan, or another professional at the meeting. The Deputy Head is qualified to act as Lead Professional for families at LGS Stoneygate.

When it is not felt that additional agencies intervention is required, an assessment may not be necessary. Families and school can complete a Pre-Early Help Action Plan. This plan, which identifies action for school and families, aims to provide support as soon as a problem emerges and will be reviewed after an agreed period of time.

## **5. Responding to misbehaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond 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 can be used to help prevent further behaviour issues arising.

In the case that a pupil has a part-time timetable this is only implemented to support their health, not as a form of behaviour management.

### **5.1 Sanctions in Senior School**

**Sanction 1 (S1) recorded as a 'Negative' Formal Warning:**

- Academic e.g. low-quality work or missing a deadline
- Punctuality e.g. late for class or school
- Uniform e.g. wearing uniform incorrectly or not having correct specialist clothing (PE kit. Lab coat etc)
- Community e.g. Littering, use of inappropriate language, graffiti
- Misuse of ICT/social media
- Health & Safety/Safeguarding

### **Sanction 2 (S2)**

Lunchtime detention (which includes a restorative conversation) with a member of SLT

### **Sanction (S3)**

Afterschool detention  
Friday 16:10pm – 17:20pm  
With a member of SLT

### **Sanction 4 (S4)**

Internal exclusion - In school completing work away from the school community

### **Sanction 5 (S5)**

External suspension - Ask to remain at home to complete schoolwork

## Sanction 6 (S6)

Permanent suspension

**Accumulation of Sanctions: the accumulation of sanctions resets at the start of each term; however, these are considered on a case-by-case situation.**

1. 2 x S1 in any category per week = S2
2. 3 x S1 in any category per week = S3
3. 3 x S3 in any category per term = S4
4. 3 x S4 in a per academic year = S5

## 5.2 Senior School sanctions for inappropriate behaviour

Sanctions are designed to make clear to individual students and their peers that certain behaviours will not be tolerated. Sanctions which may be used include:

1. Academic	Possible Sanction
Homework not presented on time, not fully completed or of an inadequate standard	S1 or S2
Repeated homework issues	S3 → S4
Lack of effort in class	S1 or S2
Unprepared for learning e.g. no homework diary, equipment, books, sports kit	S1 or S2
Low-level disruption (for example disrupting the learning of others or not following staff instructions)	S1 → S3
Non-attendance at a school event or fixture without notifying staff (possible escalation if this occurs more than once)	S1 or S2
Plagiarism Cheating in internal exams	S2 → S3
2. Misuse of ICT/social media	
Misuse of social media or mobile device	S2 → S4
Minor inappropriate use of mobile device	S1 → S3
Serious misuse of mobile device, sexting, filming or taking images (including the bus) which causes upset or threat others	S3 → S6

Bringing the school into disrepute	S4 → S6
<b>3. Behaviour</b>	
Punctuality: late to lessons, tutor time, registrations, assemblies, events Use of inappropriate language	S1 → S4
<b>4. Uniform</b>	
Unacceptable uniform or appearance including chewing gum	S1 → S4
<b>5. Community</b>	
Any anti-social behaviour such as: <ul style="list-style-type: none"> <li>• Damage to school property</li> <li>• Dropping litter, damage to another person's property</li> <li>• Failure to follow staff instructions during break/lunch time</li> </ul>	S1 → S5
Bullying/racial/sexist/gender/homophobic comments or threatening behaviour	S2 → S5
<b>6. Health and Safety / Safeguarding</b>	
Leaving the premises without permission, internal and external truancy	S2 → S6.
<ul style="list-style-type: none"> <li>• Stealing from others or the school</li> <li>• Physical or verbal aggression (towards staff or other students)</li> <li>• Dangerous behaviour</li> <li>• Inappropriate physical contact</li> </ul>	S4 → S6 S3 → S6 S4 → S6 S2 → S6
Possession or consumption of alcohol and/or drugs, smoking, including electronic cigarettes, vapes, or any such paraphernalia	S4 → S6
Bringing dangerous items into school e.g. penknives, lazer pens etc	S4 → S6
Supplying banned items including drugs, alcohol and smoking paraphernalia	S5 → S6

**Please note all cases are taken on a case-by-case basis. The sanctions are issued as guidelines and will be escalated as required.**

## 5.2 Prep School Sanctions for inappropriate behaviour

In Prep and Pre-Prep we use a consistent strategy which is designed to encourage good behaviour in line with the school ethos and core values. We encourage gentle, but firm, self discipline, which empowers pupils and adults working with them to maintain a high standard of discipline. If a pupil offends, they are given a warning, this might be a reference to school values

or rules. If the behaviour continues then they are verbally given a '1' and expected to stop the inappropriate behaviour. If it continues within a reasonable time frame then a '2' is given and so on. At the point where a 3 is awarded, a pupil will receive a sanction. If they are on the playground this should be 5 mins timeout for Pre-Prep children and 10 mins for Prep pupils. They should sit on the bench and the sand timer can be used. If the misbehaviour took place in the classroom, then the pupil may be asked to stay in at break with their form teacher for the time stated above to discuss strategies for avoiding future incidents. Immediate 3's ( bypassing stages 1 and 2 can be given if the offence warrants it e.g. physically hurting another pupil. In the case of a 3 being given, form teachers need to inform parents.

Level 4 and 5 Sanctions must be reported to SMT and a decision made on the appropriate course of action. Parents or carers would be informed that day.

### 5.3 Behaviour Levels and Sanctions for Prep School:

Sanctions are designed to make clear to individual students and their peers that certain behaviours will not be tolerated. They will be taken on a case by case basis. Sanctions which may be used include:

Infringement of school expectations	Possible Sanction
<p>Low level infringement of school expectations such as:</p> <ul style="list-style-type: none"> <li>• Not completing work after a verbal warning</li> <li>• Not being punctual</li> <li>• Low level disruption in class or on or off site</li> <li>• Poor behaviour at lunchtime and/or afterschool club</li> <li>• Not following staff instructions after a verbal warning</li> <li>• Being unkind to another pupil after a verbal warning</li> <li>• Taking other pupil's belongings</li> </ul>	Level 1
<p>Medium level infringement of school expectations such as:</p> <ul style="list-style-type: none"> <li>• Dangerous behaviour</li> <li>• Inappropriate online behaviour</li> <li>• Bringing in a mobile phone without permission</li> <li>• Persistent infringement of school behaviour expectations</li> <li>• Damage to school property</li> <li>• Physical or verbal aggression</li> <li>• Repeated '1s' despite interventions being put in place</li> </ul>	Level 2 → 3
<p>Severe infringement of school expectations such as:</p> <ul style="list-style-type: none"> <li>• Possession of banned items or dangerous items e.g. penknives, laser pens</li> <li>• Damage to school property</li> <li>• Bullying</li> </ul>	Level 4 → 6

**Please note all cases are taken on a case-by-case basis. The sanctions are issued as guidelines and will be escalated as required.**

#### **5.4 Pupil use of Mobile Phones**

LGSS is a no phone school for all pupils.

Pupils may bring mobile devices to school (for example, if parents wish their child to travel to school with their phone) but must hand them in to the Staffroom on arrival to be locked away during the school day. Pupils must not use their mobile phones during the school day, including during lessons, in the time between lessons, at breaktimes and at lunchtimes, unless explicitly authorised by a member of staff (for example, for a specific medical reason).

If it is deemed necessary to search a pupil for a mobile phone then the school will follow the Searching, Screen and Confiscation DfE Guidance. [Searching, Screening and Confiscation](#)

Any phone that is found in the pupil's possession or seen during the day will be confiscated and taken to the School Office for a parent to collect at their convenience.

#### **6. Reasonable force**

**Please refer to the Restrictive Interventions and Reasonable Force Policy for more details.**

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 the same day or as soon as reasonably practicable

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.

When reasonable force and/or restrictive interventions force has been used, the Head and Designated Safeguarding Lead should be informed immediately.

A record (to be recorded on CPOMS) of each significant incident of the use of force to control and restrain will include the following details:

- name of member of staff;

- date of the incident;
- names of pupils involved;
- witnesses;
- where the incident took place;
- description of the incident;
- any steps taken to calm the situation before force was considered necessary;
- reason why the use of force was necessary;
- nature of the force used;
- the pupil's response;
- the outcome;
- details of any injury suffered or damage to property.

Parents/carers will be informed of the incident on the same day or as soon as practicably possible.

## **8. Confiscation and searches and screening**

Any prohibited items found in a pupil's possession because 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, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. [Searching, Screening and Confiscation](#)

## **9. Off-site misbehaviour**

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

- Taking part in any school-organised or school-related activity (e.g. school trips or sports fixtures)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- 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).

## **10. Online misbehaviour**

The school can 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.

## **11. 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 Head/Member of SLT 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.

## **12. Zero-tolerance approach to sexual harassment and sexual violence**

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

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

The school's response will be:

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

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

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

Please refer to our Child Protection and Safeguarding Policy for more information.

## **13. Malicious allegations**

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

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

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

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

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

## **14. Serious sanctions**

### **14.1 Detention**

Pupils can be issued with detentions during break or after school.

The school will decide whether it is necessary to inform the pupil's parents. The sanction will be logged on Class Charts or via CPOMS

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

### **14.2 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 can 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 a member of the pastoral or Senior Team or the librarian team in the Prep school office, LRC or Pastoral Room (Rm 7). Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head.

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:

- Meetings with learning support staff or access to the school Wellbeing counsellor
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- 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 pupil on CPOMS or Class charts.

### 14.3 Exclusions

The school can use fixed term exclusion (suspension), internal exclusion 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 Head and only as a last resort.

- Major behavioural incidents which could merit Expulsion may include (not an exhaustive list):
- Supply/possession/use of prohibited drugs and/or solvents or their paraphernalia or substances intended to resemble them, or alcohol, tobacco or vapes or any other dangerous item or anything else that may be deemed harmful to other members of the school community.
- Use of language of a sexual, racial or homophobic nature
- Theft, blackmail, physical violence, intimidation, racism or persistent bullying of any nature or in any form
- Misconduct of a sexual nature; supply or possession of pornography
- Possession or use of knives, weapons or imitation weapons
- Vandalism or computer hacking
- Serious exam malpractice
- Persistent attitudes or behaviour which are inconsistent with the school's ethos
- Other serious misconduct which affects the welfare of a member or members of the school community or which brings or could bring the school into disrepute (single or repeated episodes) on or off school premises or online. Suspension or expulsion may also be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. This policy should be read in conjunction with the section of the Parent Contract on Behaviour and Discipline (as agreed to by the parent(s) on their child's admission to the school and available in the Policies section of the school website).

## 15. Responding to misbehaviour from pupils with SEND

**15.1 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. This may also be relevant for pupils with Acute Childhood Experiences (ACEs).

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 plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.
- Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

The school's approach to anticipating and removing triggers of misbehaviour may include: •

- 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 specific conditions e.g. autism or ADHD
- Use of separation spaces e.g. Wellbeing Hub where pupils can regulate their emotions

## **15.2 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

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.

In the case that a pupil has a part-time timetable this is only implemented to support their health, not as a form of behaviour management.

## **15.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

#### **15.4 Pupils with an Education, Health and Care Plan (EHCP)**

The provisions set out in the EHCP 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 EHCP.

#### **16. Supporting pupils following a sanction**

Following a serious sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. This could include measures like:

- Reintegration meetings
- Daily contact with the Deputy Head Pastoral
- A report card with personalised behaviour goals

#### **17. School Learning Environment**

##### **Our school will:**

- Provide children with a high standard of education, implemented within an ambitious, balanced curriculum.
- Ensure that our learning environment is stimulating and challenging.
- Celebrate your child's academic and personal achievements.
- Provide the experiences needed to enable your child to achieve their full potential.
- Care for your child's safety and well-being.
- Teach and encourage your child to develop a positive attitude towards one another, regardless of gender, race, culture, belief, values, age and need.
- Encourage your child to become an active member within our community and help them to see that they can have an impact on the world around them.
- Regularly meet with parents to communicate the progress of a child, celebrating their strengths and explaining how we can support them in their areas for development.
- Provide information to you about our school including events, relevant policies, meetings, activities, news.

##### **As a Parent/Carer I will:**

- Make sure my child arrives at school on time prepared to start their lessons to help them gain the most from their education.
- Ensure my child wears named school uniform and that their Games/PE kit is in school on the correct days.
- Support the school with my child's academic development by making sure that prep and reading tasks are completed and returned on time.
- Do my very best to provide a safe, secure and happy environment at home for my child.
- Let the school know of any concerns or worries that may be affecting my child's learning, behaviour or ability to do homework, as this can then be resolved quickly.
- Support the school by encouraging my child to develop a positive attitude towards our diverse community.
- Attend meetings with my child's teacher and other staff, aiming to be positive and productive, working towards moving my child on in their learning.
- Support and work with school to ensure that the behaviour management policies of the school are maintained, particularly with my child.

- Encourage a positive attitude towards my child's education and the school. If I have any concerns, I will come and discuss them with the relevant member of staff as it is much healthier to work out solutions and move on.
- Read all information sent home as this gives me important details of relevant events, meetings, activities, news.
- Treat school staff with respect and consideration.
- Use social media responsibly (i.e. I will not share school information or concerns online with others or share photos / videos including children from school, other than my own.)
- Ensure my child has in date medication if they have health issues e.g.: inhaler or EpiPen.
- Act responsibly when my child has been unwell by keeping them at home for the recommended time. E.g: in the case of sickness and diarrhoea and high temperature.

**As a Pupil I will:**

- Behave in a way that supports the learning of those around me
- Be responsible for my work in school and at home complete assignments to the best of my ability
- Ensure I take home my kit, planner and letters as necessary
- Ask for help if I need it
- Respect other children's culture, race, feelings, beliefs and values
- Accept responsibility for the things that I do
- Be safe
- Be kind and politely speak to everyone in school
- Take good care of the building, equipment and school grounds
- Tell a member of staff if I am worried or unhappy
- Keep to the School Rules (3r's)
- Ensure we follow the school Values (4c's)