

# Behaviour policy and statement of behaviour principles



## Holly Lodge Primary Academy

The Kite Trust is committed to equality and diversity.

We promote an inclusive culture for all our staff and the communities that we serve.

This Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Approved by:

Date: Sept 2023

Last reviewed on:

Sept 2023

Next review due by:

Sept 2024

Holly Lodge always strives for behaviour to be exceptional. We “Shine the light on the good” with a greater emphasis on empowering the children to express their emotions openly so that they can be discussed and managed before unexpected behaviours are seen. Holly Lodge recognises that all behaviour is communication and the key to supporting positive behaviour is understanding what is being communicated. Holly Lodge builds positive relationships with all children which are built on mutual respect and trust.

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### Aims

This policy aims to:

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

### 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 schools: advice for Academy Heads and school staff, 2016](#)

- [Behaviour in schools: advice for Academy Heads 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:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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

## Definitions

**Unexpected behaviour** is defined as:

- Non-completion of classwork or homework
- Poor attitude
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

**Unexpected behaviour that is recorded and shared with Senior Leadership Team and parents /carers** 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.

## Roles and responsibilities

### The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Academy Head to account for its implementation.

### The Academy Head

The Academy Head is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to 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 consequences 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

### Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- 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 school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations
- Request training as required

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

## 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
- Inform the school of any changes in circumstances
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following unexpected behaviour (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

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.

## Pupils

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

- 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

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

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.

## School behaviour curriculum

**Our purpose is: -**

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent approach in responding to unexpected behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

Pupils 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 pupils to learn

- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

## Responding to behaviour

### 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
- Display the class charter
- 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

### 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 culture and ethos.

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 Star Points:

**Star points may be awarded:**

- behaviour
- attitude
- academic achievement and effort
- REACH values
- Star of the week (5 stars)
- Recognition Board (5 stars)

Once awarded, Star Points cannot be withdrawn.

## Lunchtime award

The lunch team will award a year group each week based on children who are showing exemplary behaviour in the lunch hall at lunchtimes. The winning year group will be awarded with the 'Wooden Spoon' during Celebration Assembly.

## Recognition board

Each class has a recognition board

The purpose of the recognition board is to highlight children who are showing the agreed target. This target could be related to behaviour or learning.

A recognition board is a simple strategy to praise expected behaviour.

The recognition board will be different for EYFS and KS1 compared to KS2.

### For EYFS and KS1

- Simply write at the top of the board the behaviour on which you want to focus.
- For example 'one voice' for a class who constantly talk over each other.
- You can also focus on learning behaviours but be specific – to persevere on a challenging task for 2 minutes rather than just to persevere.
- When you or another child you choose spots someone doing this their name goes on the board
- When all names are on the board a 'whoop' or similar is used as a class celebrates that moment.
- Refresh this board regularly – for some classes it could be hourly, daily, weekly.
- Boards are used to recognise effort not achievement to enable all children to achieve.
- Any children who are not on a stage behaviour during the week is put on the recognition board at the end of the week and 5 stars awarded.

### For KS2

The recognition board will be used to acknowledge children who are showing expected behaviour throughout the day. This will also include recognition for following the Holly Lodge Values.

For all pupils if they have not been on a behaviour stage 2 or above that week, they will be placed on the recognition board at the end of the day on Friday and 5 stars awarded.

Any child on the recognition board will receive 5 stars.

## Responding to unexpected behaviour

When a pupil'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 unexpected behaviour.

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 unexpected behaviour 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 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 consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following consequences in response to unacceptable behaviour:

- A verbal reminder of the expectations of behaviour
- Using the 30 second script (See Appendix 4)
- A conversation regarding their behaviour and agreeing steps to support a change

- Reflection time (Time out)
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a success contract
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## Serious consequences

### 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 consequence and will only be used in response to serious unexpected behaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been exhausted, 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 staff and will be removed for a maximum of a whole school day (internal suspension).

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Academy 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 ELSA
- Use of LSAs
- Short term behaviour report cards
- Long term behaviour plans
- Pupil 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 pupil in the behaviour log.

### **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 consequences and interventions.

The decision to suspend or exclude will be made by the Academy Head and only as a last resort.

Please refer to our exclusions policy for more information

### **Mobile Devices**

Mobile devices cannot be used by children during the day. Children who require a mobile device due to walking to and from the Academy without an adult will be able to complete a form and hand their device in to the Academy office. Please see our Portable Mobile Technology Policy for further details.

### **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 unexpected behaviour 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 [here](#).

### **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 (see appendix 3 for a behaviour log)

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.

### **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 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 Academy Head, or by the Academy Head 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 Academy Head, designated safeguarding lead (or deputy) or pastoral member of staff 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 consequence.

If they still refuse to co-operate, the member of staff will contact the Academy Head 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, 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 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 pupils' possessions**

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

- Desks
- Lockers
- 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 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
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, 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. 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 consequences 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 Academy Head
- 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.

## 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"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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

Details of our schools approach to preventing and addressing bullying are set out in our anti-bullying strategy [here](#).

## Off-site unexpected behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means unexpected behaviour 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

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

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

Consequences 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).

### **Online unexpected behaviour**

The school can issue behaviour consequences to pupils for online unexpected behaviour 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

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

### **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 Academy Head 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 consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

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

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

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

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - 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 [here](#).

## Malicious allegations

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

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

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

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

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

## Responding to unexpected behaviour from pupils with SEND

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

When dealing with unexpected behaviour 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 unexpected behaviour, 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 approach to anticipating and removing triggers of unexpected behaviour include the following examples:

- 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 (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

### **Adapting consequences for pupils with SEND**

When considering a behavioural consequence 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 put consequences on the pupil for the behaviour.

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

### **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.

### **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.

### **Supporting pupils following a consequence**

Following a consequence, 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 measure like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

### **Pupil transition**

#### **Inducting incoming pupils**

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

## **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.

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.

## **Training**

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

- Restorative approach
- De-escalation techniques
- 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.

## **Monitoring arrangements**

### **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 the Behaviour Lead and Senior Leadership Team.

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

- At school level
- By age group
- 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.



### **Monitoring this policy**

This behaviour policy will be reviewed by the Academy Head and the governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Academy Head

### **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy

### **Breakfast Club and After School Club**

Our wrap around care will follow our Academy behaviour policy however it will support the collection of stars with their own reward system agreed with the Extended services managers. This will enable positive behaviours to be recognised when children attend.

This may include:

Use of stickers

Simplified star system

Additional privileges and responsibilities within the club

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils 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
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governors and trustees also emphasise that violence or threatening behaviour will not be tolerated in any circumstance

## Appendix 2 Rewards and Consequences

### Behaviour – Rewards and Consequences

This system for rewards and consequences forms part of the behaviour policy at Holly Lodge.

#### Our purpose is: -

- to maintain levels of good behaviour
- to provide a consistent approach in rewarding good behaviour
- to provide a consistent and restorative approach in responding to unexpected behaviour
- to ensure that behaviour does not inhibit learning or impede potential.

Each class has a recognition board

The purpose of the recognition board is to highlight children who are showing the agreed target. This target could be related to behaviour or learning.

#### A recognition board is a simple strategy to praise expected behaviour.

The recognition board will be different for EYFS and KS1 compared to KS2

##### For EYFS and KS1

- Simply write at the top of the board the behaviour on which you want to focus.
- For example 'one voice' for a class who constantly talk over each other.
- You can also focus on learning behaviours but be specific – to persevere on a challenging task for 2 minutes rather than just to persevere.
- When you or another child you choose spots someone doing this their name goes on the board
- When all names are on the board a 'whoop' or similar is used as a class celebrates that moment.
- Refresh this board regularly – for some classes it could be hourly, daily, weekly.
- Boards are used to recognise effort not achievement to enable all children to achieve.
- Any children who are not on a stage behaviour during the week is put on the recognition board at the end of the week and 5 stars awarded.

##### For KS2

The recognition board will be used to acknowledge children who are showing expected behaviour throughout the day. This will also include recognition for following the Holly Lodge Values.

For all pupils if they have not been on behaviour stage 2 or higher that week, they will be placed on the recognition board at the end of the day on Friday and 5 stars awarded.

Any child on the recognition board will receive 5 stars.

#### Rewards

Children will be supported to recognise when they are making great choices and achieving well (Intrinsic motivators)

Star Points will be awarded in class for learning and to children demonstrating Holly Lodge values – see below.

### Star points may be awarded:

- behaviour
- attitude
- academic achievement and effort
- REACH values
- Star of the week (5 stars)
- Being placed on the recognition board (5 stars)

Once awarded, Star Points cannot be withdrawn.

Each class has a grid for collecting Star Points.

Children collect Star Points:

100 = bronze award	200 = silver award	300 = gold award.	400+ Star+ award at end of the year
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When ALL members of the class have:

bronze merit award = 1 hr golden time	silver merit award = up to ½ day reward	gold merit award= up to 1 day award
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### Celebration Assembly – each Monday

- Choose one child as Star of the Week who has demonstrated Holly Lodge values
- Lunchtime award will be shared for the year group showing our Holly Lodge Values at lunchtime.

### Restorative Approach

At Holly Lodge, we have high expectations of our pupils. They should understand that it is the responsibility of staff and pupils to uphold and maintain our school rules. For occasions when this is proving not to be the case, we use restorative approaches to help pupils understand the impact of their actions and how to put it right.

We believe that by using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong, they will be asked to put things right and change their behaviour, so it does not happen again.

### Restorative Approach Questions:

When our pupils find themselves in conflict or upset, we will ask them:

- What happened?
- What had happened before that? (To find out if there is a bigger picture)
- What were you thinking/ How were you feeling when it happened?

- Who has been affected and how?
- What needs to happen to put this right? (What needs to happen for them and anyone else who is involved)

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Examples of unexpected behaviours – this is a guide only	
<p>Low level behaviours that the child needs their attention drawn to, can escalate to a warning if needed multiple times and adults will use the 30 second script to support. Stage 1 - 3</p>	<p>Unexpected behaviours Stage 4 - 5</p>
<p>Examples:</p> <ul style="list-style-type: none"> <li>• Talking out of turn</li> <li>• Shouting out</li> <li>• Tapping</li> <li>• Swinging on a chair</li> <li>• Arguing back</li> <li>• Spoiling others' games</li> <li>• Teasing</li> <li>• Disturbing the learning of others</li> <li>• Unkind comments</li> <li>• Choosing not to follow class instructions</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• Swearing</li> <li>• Stealing</li> <li>• Racist/Homophobic comments</li> <li>• Dangerous behaviour – hitting, kicking, violence, using equipment in a way that endangers others</li> <li>• Demeaning behaviour</li> <li>• Spitting</li> <li>• Deliberate damage to property</li> <li>• Refusing to follow the instructions of a member of staff</li> <li>• Escalation of low level behaviour</li> </ul>

## Ladder of Consequences

In the moment	Support/ follow up	Record/contact
<b>Stage 1</b> Reminder. A reminder of the wanted behaviour	Support takes the form of a reminder of the behaviour wanted	
<b>Stage 2</b> Warning. A clear verbal warning. Make student aware of behaviour and outline the consequences	'Remember yesterday when you worked brilliantly and produced great work? That is who I need to see now' Privately if more appropriate	Record on the recording sheet
<b>Stage 3</b> 5-minute break/lunch/daily mile missed	30 second script.	Record on the recording sheet.
<b>Stage 4</b> Time out 15 minutes in a class next door to a teacher within your year group. It is timed and monitored by the teacher. If outside 15 minutes with an adult on duty.	Restorative approach using unexpected behaviour letter.	Unexpected behaviour letter completed Record on CPOMs
<b>Stage 5</b> Children complete work in class next door for the remainder of the lesson. (alternative arrangements may need to be made for children with SEND)	De-escalation techniques through Team Teach training. Seek support from Inclusion Leader/behaviour lead.	Unexpected behaviour letter completed Record on CPOMs
<b>Stage 6</b> For repeated incidents at stage 5. Meeting with parents to set up a behaviour contract	Behaviour contract to be agreed with child and parents. Followed up daily.	Child and parents attend meeting with SLT and Class teacher. Record on CPOMs
<b>Stage 7</b> For repeating incidents following stage 6 Fixed term internal or external suspensions.	Behaviour plan to be set up and supported. Risk assessment to be completed with agreed short-term targets.	Parent meeting with SLT member and class teacher Record on CPOMs Paperwork complete for suspension by Academy Head and sent to Surrey CC.
<b>Stage 8</b> For repeated incidents following stage 7 Permanent exclusion.		Paperwork completed for Permanent Exclusion and paperwork sent to Surrey CC

Appendix 3 Behaviour Monitoring Form

Holly Lodge Behaviour Monitoring Sheet

Class \_\_\_\_\_ Week Beginning \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday
Stage 2					
Stage 3					
Stage 4					
Unexpected Behaviour Letter					

## Appendix 4: Unexpected behaviour 30 second script and Pupil conflict script

### 30 second script

I wonder if you are ..... (having trouble getting started/struggling)

At Holly Lodge we ...(line up quietly/stay on task) which you have not done.

I can see you're struggling to .....(stop listening, move outside the classroom)

Do you remember last week when you... (spoke well in assembly, got on the recognition board)

This is who I need to see today

Thank you for listening. (Then walk away and enable the child time to process and rectify)

### Pupil conflict script

#### Child 1

It made me feel .....

When you ....

Next time could you .....

#### Child 2

I'm sorry for...

I didn't mean to ...

Next time I will...



Appendix 5 Unexpected Behaviour Letter

## Unexpected Behaviour Letter

Child's name:

Class:

<b>Date:</b>		<b>REASON FOR LETTER: (please tick)</b>	
<b>Time:</b>		Persistent Disruption	
<b>Location: (circle)</b>	Playground	<b>Peer to Peer incident:</b>	
		Physical	
		Cyber	
	Classroom	Verbal	
		Social	
		Other*	
	Other:	<b>Child to Adult incident:</b>	
		Verbal	
		Physical	

\*e.g. racist/homophobic/sexual harassment

<b>Name of adult who witnessed/dealt with incident:</b>	
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<b>Description of event:</b>
<b>Was the Restorative Approach used: Yes/ No</b>

Is action required by the Head Teacher?	
Class Teacher Signature:	
Head / SLT Signature:	

Copy given to: PARENT / SENIOR LEADERSHIP TEAM