TRUST IN LEARNING (ACADEMIES)

BEHAVIOUR POLICY

Approval Date: June 2025	Version: 01	Review: Annual
Approval By: Quality of Education Committee	Lead: Director of Education/Director of SEND, Safeguarding and Inclusion	Review date: July 2026
As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment.		

History of Policy Changes:

Date	Page	Change	Reason for Change
June 2025		New policy	New over-arching policy for the Trust

Contents

Date - 2 -

Page - 2 -

Change - 2 -

Reason for Change - 2 -

June 2025 - 2 -

New policy - 2 -

New over-arching policy for the Trust - 2 -

1. Statement of Intent 5

2. Values and Principles 5

3. Objectives and Scope 6

4. Responsibilities and Accountabilities 7

5. Terminology 8

6. Creating a culture of positive behaviour which enables pupils to thrive 9

7. Promoting and recognising positive behaviour 10

8. Responding to unacceptable behaviour 10

9. Taking account of individual needs 11

9.1 Pupils with special educational needs and disabilities (SEND) 11

10. Behaviour and safeguarding 12

10.1 Suspected criminal behaviour 12

11. Recording and monitoring behaviour 12

12. Offsite behaviour 13

12.1 Online misbehaviour 13

13. Searching of pupils 13

Appendices 14

Appendix 1: Nova Primary School's practices 14

Appendix 2 : Guidance for the searching of a pupil - 27 -

1. Statement of Intent

This document sets out the policy for behaviour within Trust in Learning Academies (the Trust).

Trust in Learning Academies is committed to enabling all pupils to flourish through providing the best possible opportunities for all pupils to learn. Good behaviour is central to a good education. Managing behaviour successfully enables a calm, safe and supportive environment where pupils feel welcome, want to attend and where they can learn and thrive.

The policy has been developed and implemented in consultation with schools. It will be shared with parents and pupils.

2. Values and Principles

This Trust Policy is set out with the following principles at its core:

Trust in Learning Academies is a family of schools each with a distinctive identity, collaborating to strengthen and support each other. We deliver high quality education with evidence-informed approaches to teaching, learning and the curriculum. Inclusion is at the heart of all we do. We actively listen to the voices of our pupils, staff and communities. Every school makes deliberate choices to be sustainable and globally focused.

The Trust vision is to:

- Inspire pupils to trust in learning and achieve their full potential
- To empower pupils to have confidence in their successes to make a positive contribution to the world
- To remove barriers to learning and help transform the lives of our pupils

Any data collected, stored or managed as a result of this policy is in accordance with UK and any relevant retained or assimilated EU law, and in line with the Trust's ethos and values.

This Policy has been framed in accordance with the guidance on best practice from the Department for Education (DfE).

3. Objectives and Scope

3.1 The specific aims of this policy are to:

- Outline the Trust approach to behaviour which promotes a positive, calm, safe and supportive environment that enables pupils to thrive.
- Enable consistency across the school in the development of a positive approach to behaviour that enables pupils to thrive.
- Outline the Trust's approach to supporting unacceptable and distressed behaviour.
- Explain the importance of supporting vulnerable pupils who may require adaptations to the school's behaviour procedures.

3.2 This policy has due regard to legislation and statutory guidance, including but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- DfE (2013) Use of reasonable force in schools
- DfE (2022) Searching, screening and confiscation: advice for schools
- DfE (2024) Keeping children safe in education (KCSIE)
- DfE (2024) Behaviour in schools: advice for headteachers and school staff
- DfE (2024) Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

3.3 This policy will be implemented in conjunction with the following Trust policies:

- Complaints Policy
- Curriculum Policy
- De-escalation and Positive Handling Policy
- Home School Communication Policy
- Online Safety Policy
- Pupil Wellbeing Policy
- Relationships and Sex Education Policy
- Special Educational Needs and Disabilities Policy
- Safeguarding and Child Protection Policy
- Suspensions and Exclusions Policy
- Supporting Pupils with Medical Conditions
- Teaching and Learning Policy
- Whistleblowing Policy

4. Responsibilities and Accountabilities

4.1 Responsibilities of the Trust central team

- To ensure that the policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation and pupils who are care experienced.
- To ensure the policy is well communicated to all Headteachers.
- To ensure that the policy is regularly reviewed.

4.2 Responsibilities of the Headteacher

- To ensure the implementation of and compliance with current policy and procedures at school level
- To monitor systems, resources, impact and actions related to the policy
- To ensure the policy is well communicated and staff understand their role in its implementation
- To handle any complaints at school level which arise through this policy

4.3 Responsibilities of school leadership

- To ensure staff are inducted into the procedures surrounding this policy and any updates
- To provide training to ensure policy compliance
- To hold sessions for parents and pupils as required, to ensure the policy is understood

4.4 Responsibilities of all staff

- To uphold the whole school approach to the policy through modelling expected standards and utilising appropriate procedures
- To keep up to date with policy changes over time
- To promote a collaborative and inclusive ethos where all pupils can thrive
- To feed back to school leaders where concerns may arise in the implementation of the policy

4.5 Responsibilities of parents

- To support the implementation of the policy with their child, as appropriate
- Where a parent has feedback on the implementation of the policy, to raise this directly with the school while continuing to work in partnership with the school

4.6 Responsibilities of pupils

- To uphold school rules and expectations and thereby comply with the implementation of the policy
- To feed back on the implementation of the policy through appropriate means, such as school council, to school staff

5. Terminology

Language around behaviour must be clear and consistent. The following words are used throughout this policy and throughout the Trust in the implementation of our positive approach to behaviour.

Expected behaviours: the behaviour expected of all staff and pupils.

Expected behaviour includes:

- being kind
- showing respect
- paying attention
- cooperating with others
- listening when others are speaking
- following instructions
- taking responsibility for yourself.

Unacceptable behaviour: behaviour which is not expected behaviour because it does not promote a positive a calm, safe and supportive environment.

Distressed behaviour: indicates that a person is experiencing emotional or psychological distress. This can be shown in various forms, including physical aggression, verbal outbursts, and withdrawal. It can be triggered by various factors such as sensory overload, emotional dysregulation, or unmet needs.

The term, 'challenging' behaviour focuses on those who are challenged by the behaviour, whereas the term 'distressed behaviour' focuses on the person who is in distress. The term distressed behaviour is Trust in Learning Academies preferred terminology.

Consequences: every person's behaviour has consequences which can be positive and/or negative depending on the behaviour. The school will implement consequences to behaviour which are reasonable and proportionate. Consequences may include sanctions. Consequences will be applied consistently.

6. Creating a culture of positive behaviour which enables pupils to thrive

High expectations

Trust in Learning academies has high expectations for all pupils to use expected behaviours which demonstrate respect, kindness and a readiness to learn. Expected behaviours are modelled and celebrated by staff as well as being taught explicitly through the school's behaviour curriculum and reinforced in all areas of school life.

Celebrating positive behaviour

All staff will proactively celebrate pupils who demonstrate expected behaviours. Pupils will be recognised for displaying expected behaviours and will receive positive consequences for displaying positive behaviours.

A trauma-informed lens

Behaviour is an important form of communication. The impact of trauma and adversity often results in distressed behaviour including aggression, withdrawal or hypervigilance. Trust in Learning Academies addresses behaviour through a trauma-informed lens which seeks to understand the cause of behaviour and provide support for pupils, alongside appropriate consequences (9. Taking account of individual needs).

Relationships

Developing and sustaining positive, trusting relationships between staff and pupils, within the framework of clear and consistent behaviour expectations, is essential to creating a safe, calm and supportive environment where pupils flourish. Relationships must be authentic and must be pro-actively developed and sustained. Positive relationships between school and parents/carers, where there is strong and open communication must also be prioritised so that they can work in partnership to implement consistent high behaviour expectations.

Belonging, mattering and 'bothering'

Enabling every pupil to feel a sense of belonging in their school is crucial to inspiring and developing respectful and positive relationships. School proactively develops each pupil's sense of belonging. The school works to ensure staff foster positive relationships with pupils that reinforce the message that they are bothered about each pupil, that they matter to the school and that each pupil has a valuable role within the school community. As part of this, school actively looks for opportunities for pupils to be given specific responsibilities, actively demonstrating their contribution to school life and showing that they matter to the school.

Consistency

Consistency of expectations and the approach to behaviour is the back-bone of creating a calm, safe and supportive learning environment, enabling all pupils to thrive. The school ensures consistency of:

- expected behaviour that is modelled and taught across the school
- language and communication around behaviour
- consequences to unacceptable behaviour
- routines.

Routines

Routines are central to ensuring school is a physically and emotionally safe environment for pupils. Routines are prioritised through explicit teaching and implementation. Routines are strategically planned and carefully implemented to ensure consistency of approach across the school.

7. Promoting and recognising positive behaviour

Pupils are praised and rewarded for good behaviour through a range of strategies (see appendices). Pupils will be recognised for demonstrating expected behaviours which promote a safe, calm and supportive environment and in line with the school values. There is a clear emphasis on giving positive consequences for expected behaviours rather over implementing consequences for unacceptable behaviour.

8. Responding to unacceptable behaviour

Trust in Learning Academies has high expectations for behaviour. Appropriate consequences, which are reasonable and proportionate, will be implemented where pupils display unacceptable behaviour that do not promote a safe, calm and supportive environment. How the school implements consequences for unacceptable behaviour are detailed in the appendices but the following are prioritised within the school's approach:

Certainty and celerity over severity: there is evidence that certainty of the consequence alongside swift and timely implementation, have greater long term impact in encouraging improved behaviour than severe consequences. As such, the school implements appropriate consequences with consistency.

Behaviour as a communicator: staff understand that behaviour is a form of communication and that pupils who display distressed behaviour require support. This will involve working with the pupil to hear their voice and may involve screening and assessment to identify what is contributing to the behaviour. It will involve the implementation of appropriate support. Further detail is given in Section 9: taking account of individual needs.

De-escalation: the school understands that pupils who are distressed will need support to calm before they can rationally process and repair unacceptable behaviour. See De-escalation and Positive Handling Policy for further detail.

Restorative processes: positive relationships are crucial to ensuring a safe, caring and supportive environment where all children can thrive. When these relationships are broken through unacceptable behaviour, it is important that pupils are given the opportunity and support to repair relationships.

The importance of a fresh start: once an unacceptable behaviour has been acknowledged, it is important that the pupil is given the opportunity to have a fresh start. When giving a pupil a fresh-start, staff will use language that encourages pupil self-belief in their ability to be successful in using expected, positive behaviours moving forwards.

9. Taking account of individual needs

Some pupils who repeatedly struggle to implement expected behaviours may need additional support to enable them to be successful. School will use regular analysis of data to identify pupils who may need additional support or adjustments to the school's behaviour procedures. If this is the case, adjustments/additional support will be documented in an individual support plan (which could be an existing SEND support plan) and will be reviewed regularly.

In order to identify pupils who require additional support at an early stage, school will consider what the pupil's behaviour may be communicating. They will assess this through some or all of the following:

- pupil voice
- parent/carer voice
- screeners and specific assessments e.g speech and language, dyslexia screening, Boxhall, sensory profiling audit
- teacher observation
- ABC (Antecedent, Behaviour, Consequence) forms

The aim of any adjustments or additional support will be to enable the pupil to successfully engage in school life, and contribute positively to a safe, calm and supportive learning environment.

9.1 Pupils with special educational needs and disabilities (SEND)

Some pupils with SEND may require additional support to follow expected behaviours. Any significant adjustments or additional support that they require to follow expected behaviours, should be identified on their SEND support plan. It will always be planned and implemented in discussion with the pupil and communicated clearly with parents/carers. In some instances it may involve working in partnership with external professionals including educational psychologists, paediatrician, speech and language therapists, Child and Adolescent Mental Health Services (CAMHS).

Examples of additional support or adjustments pupils may require include the following (this is not an exhaustive list):

- fidget toys
- movement or sensory breaks
- sensory support e.g. wobble cushion, resistance band, weighted jacket, chewies
- social stories
- visuals to communicate
- simplified language
- support at transitions
- social thinking interventions
- emotional literacy intervention
- support with managing big emotions
- access to a calm space
- key adults
- therapeutic support
- timeout card.

10. Behaviour and safeguarding

In some instances, distressed behaviour could indicate a safeguarding concern. All staff are trained to identify safeguarding concerns, including signs of abuse, and will follow the school's safeguarding procedures, outlined in the Safeguarding and Child Protection Policy. If required, the school will refer to outside agencies, including First Response, the police or mental health services.

If a pupil has a social worker, they will always be notified of significant behaviour concerns. If the pupil is a child in care, the school's designated teacher will ensure that the virtual school are notified or significant behavioural concerns.

10.1 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or Designated Safeguarding Lead (DSL) 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.

11. Recording and monitoring behaviour

A range of data will be regularly monitored and analysed by senior leaders, including the SENCO and DSL, to identify pupils who may need additional support to successfully follow expected behaviours. This will include:

- incidents or unacceptable and distressed behaviour (school procedures of recording this are outlined in the appendices)
- suspension data
- communication from Alternative Learning Providers or off-site directions where pupils are receiving support
- incidents of searching, screening and confiscation
- staff, pupil and parent voice.

Trends in behaviour data will be analysed to identify preventative work that may need to be implemented for cohorts or groups of pupils. As required, key trends in data will be communicated with staff to ensure consistency of approach.

12. Offsite behaviour

Where a pupil has displayed unacceptable behaviour off-site whilst representing the school, the school will implement appropriate consequences. This includes 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.

In addition, the school can implement consequences to a pupil for unacceptable behaviour offsite if the 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.

Any instances where consequences are given for unacceptable behaviour, will only be given out on the school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

12.1 Online misbehaviour

Where pupil online behaviour has been unacceptable for any of the reasons below, the school can implement appropriate consequences:

- 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.

Any instances where consequences are given for unacceptable behaviour will only be given out on the school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

13. Searching of pupils

Searching and confiscation is conducted in line with the DfE's guidance, 'Searching, screening and confiscation' (2022).

This is detailed in the appendices.

Appendices

Appendix 1: Nova Primary School's practices

At Nova Primary School, we have two golden rights:

- Everyone has the right to learn
- Everyone has the right to feel happy and safe

These are achieved by all stakeholders upholding our school values of Trust, Friendship, Discovery and Success.

At Nova Primary, we have a positive approach to behaviour. We use this approach with the aim of children demonstrating behaviour that is ready, respectful and safe towards all.

These are:

1. Consistent, calm adult behaviour
2. First attention for best conduct (recognition for those who go *above and beyond)*
3. Relentless routines (to promote consistency)
4. Scripting any difficult interventions and conversations
5. Restorative follow-up conversations (if a behavioural intervention has been necessary)

Nova's Behaviour curriculum

- Weekly assemblies (with British Values and built-in appreciation)
- Includer pom-poms for acts of inclusion
- Zones of Regulation
- ELSA as an intervention
- Routines
- Emotion Coaching script
- Daily Zones of Regulation check-ins
- Regulation stations in all classrooms
- Whole class sensory circuits

Desirable behaviour in students

This behaviour curriculum is designed to support our students understand the desirable behaviours we want to see in school. These include:

- Follow the Calm School Code
- Help keep the school safe and welcoming
- Be trustworthy, respectful and considerate.
- Behave responsibly both inside and outside the school.
- Show courtesy and good manners.
- Show respect for the opinions, ideas and property of others.
- Follow our E-Safety policy.
- Develop self- responsibility in all areas of personal development.
- Contribute fully to the school community.
- Wear the correct uniform with pride.
- Respond positively to opportunities to act independently and to show initiative.
- Apply yourself to tasks and work to the best of your ability. Try new things even when they are tricky.
- Cooperate enthusiastically with your teacher and peers on shared activities.
- Understand that everyone has a right to share in and contribute to the lesson.

Undesirable behaviours in students

The curriculum also enables us all to be clear about the undesirable behaviours. These include:

- Saying things to be deliberately hurtful.
- Not being kind and thoughtful.
- Being intimidating or violent towards other students or other members of staff.
- Being unkind to your peers, including engaging in any form of bullying.
- Using harmful or abusive language at other students or members of staff.
- Defacing, destroying or stealing other student's belongings or school property.
- Leaving the school grounds without permission.
- Calling out in class, interrupting others when they are contributing to the lesson and learning.
- Displaying a lack of interest in learning and preventing others from learning.

(Words highlighted in yellow are vocabulary that needs to be explicitly explained and taught to children.)

Students' contribution to good behaviour and discipline

The school rules are to protect the rights and responsibilities of students, parents, and teachers. To ensure our golden rights we expect that students

- Treat all people equally and display good manners to all in the school.
- Care for others; aggressive and intimidating behaviour, physical or verbal bullying, will not be tolerated.
- Avoid placing others at risk by acting in an inappropriate manner both in and outside of school.
- Show courtesy to all members of the school community.
- Recognise the importance of good attendance and punctuality at school and all lessons.
- Recognise the importance of high standards of personal presentation, taking pride in wearing the school uniform correctly at all times, whether inside or outside the school.
- Will not use discriminatory language, and the excuse of "banter" will not be tolerated.
- Take responsibility for their behaviour, accept the consequences, and then not repeat the action.

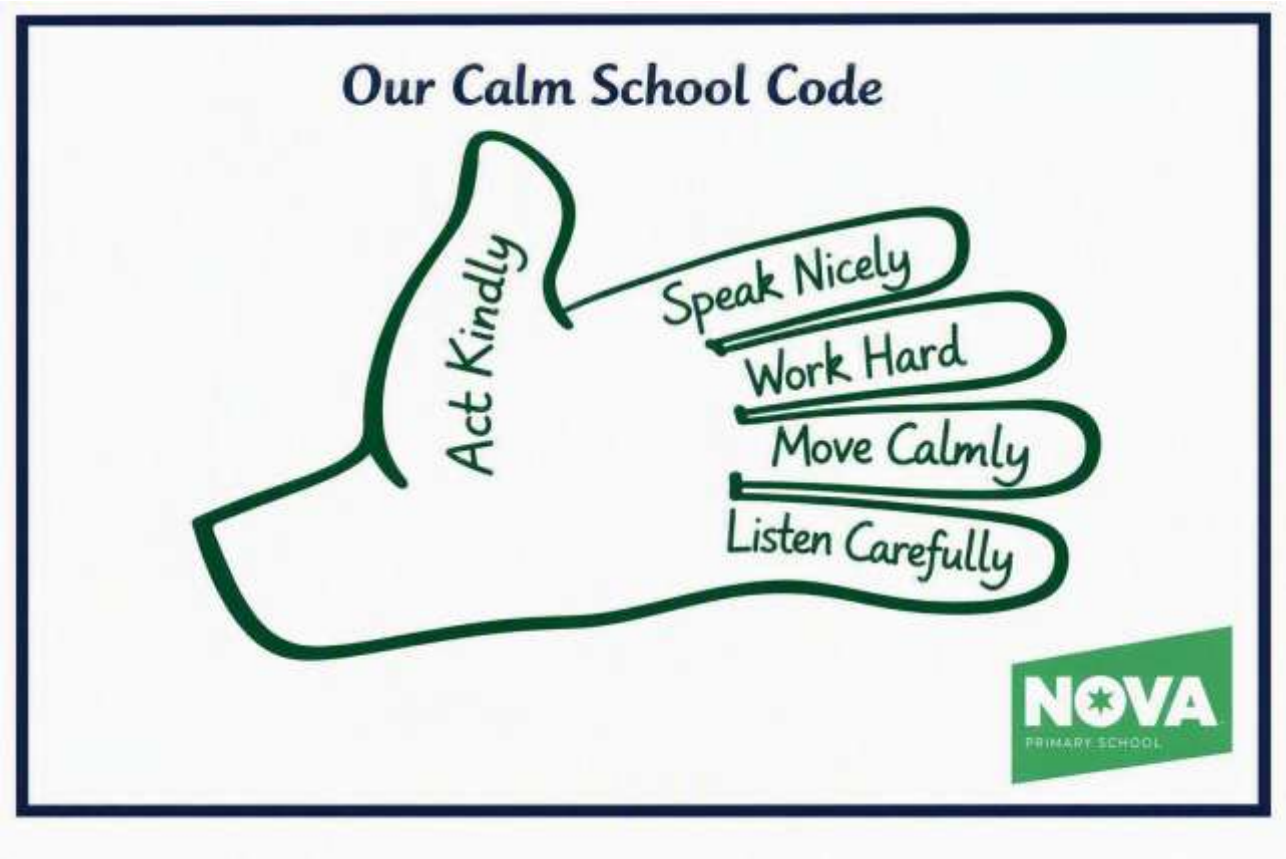
Our Calm school code

Our school rules are discussed with students at the beginning of each academic term, and regularly throughout the school year.

These form the basis of the Calm School Code:

- Act kindly and show respect
- Speak nicely
- Work hard
- Listen carefully
- Move calmly

Our Calm School Code is displayed prominently throughout the school and in each classroom. Each element is regularly addressed during assemblies. All students are expected to follow this code, and all adults are expected to provide students with outstanding models of these behaviours. When students fall short of our standards, we use these 5 elements as a framework for our discussions.



Class Agreement

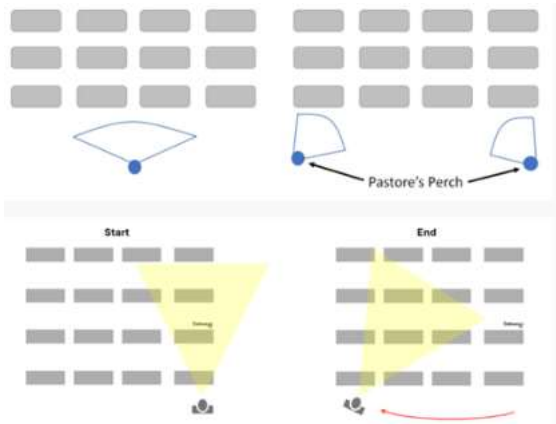
At the beginning of each school year, the teacher will discuss with the students their rights and responsibilities. The Calm School Code will be introduced and taught, so we set expectations that aim to protect individual rights and remind us of our responsibilities and that they have to protect other people's rights.

These expectations are discussed and taught in a positive way that describes the required behaviour as well as detailing the behaviours that are not wanted. They are phrased in a series of sentences positively and negatively using the collective pronouns us, we, our etc. e.g. "In our class we speak nicely; make people feel good about themselves and solve problems calmly and peacefully. We do not use unkind words, inappropriate language or angry voices."

Effective management of behaviour

Low-level behaviour issues are dealt with calmly and with a neutral tone in the following ways and **before** consequence**s** are implemented:

- **Use of declarative language**: "I wonder if,…" "Let's…..," "I think now might be a good time to….." "Perhaps there is another way to do this."
- **The look!** raised eyebrow, quizzical
- **Choice Direction** "You can either sit on that chair or that chair." (To someone walking around). Then give space to avoid confrontation. Further example:"Would you like me to work with you or work on your own?"
- **Non verbal signals-** When reading to a class, gently tapping a desk of someone who is not paying attention.
- **Tactical ignoring** (to another child) "Oh well done Johnny I love your writing." In effect this means: I have noticed what you are doing and I am giving you the chance to adjust your behaviour. Go back and deal with it when not in front of the class.
- **When…..Then direction** " When I can see all the books are closed, we can go out to play." E.g a child is tapping a pencil on the table. "When you use your pencil for writing or drawing, then I can work with you on….."
- **Class Agreement reminder** Let's remind ourselves of our class agreement we sit quietly in class.
- **Speak and teach as quietly as possible-** Loud voices in small classes just allow students to not pay attention and speak beneath you.
- **Time for choice** - Give time to make right choice, it would be great if you were using that pencil properly by the time I got back to your table.
- **Cool Off time –**Provide children with time to deescalate before dealing with the situation.
- **Keeping in Mind -** Find some reason to give praise the next time your paths cross/ next session.
- **Positive phrasing/Avoiding questions** Don't use too many "YOU" Avoid why are you doing that and phrase desirable behaviours "Walk please" rather than "Don't run" or "quiet/inside voices' rather than "Stop shouting."
- **Know each child-** do they appreciate public or discreet praise? Use social stories when appropriate.
- **Form a positive relationship with wider school students:** When you meet some of the students who seem to find school difficult take time to speak with them, make them feel valued by you. It may be next year that they are in your class and the trust they feel with you will be repaid across the year. Or it may be that they are calmer and more willing to respond to you in future.
- **Pastore's Perch**- Teacher frequently moves around the room scanning to target all children. It communicates the message that this is not a one-to-one conversation.



- **Environmental Considerations**: Organise classrooms to reduce distractions, overcrowding, and noise, creating a calm and welcoming environment conducive to learning.

A restorative approach

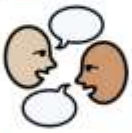
At times, children may struggle to uphold our values and golden rights. This might be presented in a variety of ways:

- Distracting others from their learning
- Inappropriately responding to adults
- Repeated defiance and refusal
- Shouting out
- Disrespectful body language

When this occurs, we implement the following strategies:

1. Reminder of expectations
2. In class time to regulate
3. Partner class time to reregulate
4. Reflection time

The flowchart and guidance for below is for adults to use to support scripting the stages of supporting the majority of our students. Students who require additional support will have a personalised version of this guidance as part of their support plans. A child friendly poster should be displayed in classrooms.

What happens when we struggle to uphold our golden rights? *How will adults support us to regulate?* We can always turn things around!	
Reminder 	I might need a gentle **reminder** of expectations for behaviour and why they are important, with a consideration to what Zone I might be in. *"Remember that we always look after the felt pens so that they last longer and everyone gets to use them. I wonder what zones you are in and what strategies might help you. "*
Mini - Chat 	I may then need a **mini-chat** & offer of help *"I've noticed that..."* *"I can see why you might be feeling..."* *"Can you remember when..."* *"How about we go.....until you are ready to....."* *"I am here to keep you safe so I need you to...."* *"Thank you"*
Self- Regulation in Class 	A teacher or a supportive adult will **check in** with me after 5 minutes... If I am following our golden rights, I can be really pleased with myself. *"It is so great to see how you have ... - well done and thank you."* If I am still struggling, I can go to the special place in the classroom to help me reregulate. I might choose to use some of the things in the regulation station box. *"Some time using the strategies will really help you to be ready to learn again."* Up to 5 minutes for KS1 children Up to minutes for KS2 children *"It is so great to see how you have ... - well done and thank you."*
Partner Class 	Sometimes, I might still find things challenging. My teacher or another supportive adult, will help me to find a different tool or strategy that helps me to regulate and be ready to learn again. These should be recorded on C-Poms. *"It is so great to see how you have ... - well done and thank you."*
Reflection and Restoration 	If I am continuing to find things challenging, I will take part in a reflective and restorative conversation with a relevant adult, when I am ready to engage. This will help me to understand why thing went wrong and what I can do differently in the future. It will also help me to repair and improve my relationship with those affected. In some instances, the reflective and restorative conversation may take place with a Senior Leader during lunchtime. This may include instances where multiple reflective and restorative conversations have taken place with other relevant adults within a one-week period or when a more serious behaviour has taken place. My parents/ carers will be informed when a reflective and restorative conversation has taken place with a relevant adult or Senior Leader. If I have more than three reflective and restorative conversation with a Senior Leader within a two-week period, it may result in a meeting between my parents/carers, class teachers and the school leader. This may involve creating individual plans to support me in school or seeking support from outside agencies.



Rewarding expected behaviour and consequences for unacceptable behaviour

These positive tools are the key to the success of this policy:

- Focus on 'immediate' recognition- verbally, post-it notes on work/desk/ stickers
- Consistent use of appreciation for going 'Above and Beyond'
- Simple class recognition boards: to recognise individual upholding of school values, effort, kindness and achievement- "I noticed you…. thank you….

- Ticks next to names on the recognition board for additional positive behaviours
- Star stickers at the end of the day for children with ticks next to their name on the recognition board 2 (silver) or 3 (gold) stars
- Collaboration (not competition or displaying names) to achieve a connection-building activity (e.g. class team games, den-building) as a class, through e.g. collecting marble in a jar, stars on a board
- Positive verbal feedback e.g. telephone calls home to family members, dojo messages and verbal praise in public
- Written feedback to celebrate great learning behaviour e.g. postcards home, positive comments in books, tweets to share success with school community, text messages
- Weekly Nova Star awards to be given in Celebration Assembly
- 'You made me smile' recognition and stickers
- Termly 'Above and Beyond' awards displayed in school entrance
- Senior Leadership 'Hot Chocolate Friday' for Nova Star winners and family members
- Headteacher awards for exceptional demonstration of our school values

Some behaviours are more serious such as:

- Physical violence: hitting, spitting, kicking or any other aggressive behaviour towards other children or adults
- Discriminatory, abusive and offensive language towards other children or adults
- Throwing objects which may compromise the safety of children or adults or damage school property
- Repeated refusal to accept support or follow guidance from adults
- Leaving the classroom/school/school grounds
- Serious/deliberate disruption of lessons that stops teaching and learning or causes the class to be moved elsewhere.

These behaviours may require support from member(s) of the Learning Support Team or Senior Leadership Team and will be followed by a lunchtime reflection session. If pupils are displaying behaviour that puts their safety or others at risk, the school may be left with no alternative but to use a period of internal exclusion or fixed term external exclusion (see exclusion policy). External exclusions will be followed by a reintegration meeting with a senior member of staff. In these cases it may not be appropriate to follow the Behaviour Flow Chart and appropriate immediate consequences will be followed.

Several members of staff are Team Teach trained so that they can safely physically intervene in situations where a child's or member of staff's safety is at risk. De-escalation strategies will be used firstly, and staff will only intervene physically when it is reasonable, necessary and proportionate. All Teach Teach incidents will be recorded and signed in a bound book.

Parents will be notified when physical intervention has been necessary to keep their child safe. See Positive Handling Policy for further information.

Procedures for recording and monitoring unacceptable behaviour

- CPOMS reporting for incidents requiring reflection and restoration using 'ABC' (antecedent, behaviour, consequence)
- Reflection room log
- Weekly behaviour meetings with behaviour team (DSLs+ assistant headteacher)

Procedures for identifying pupils who need additional support or adjustments to behaviour expectations

- Link to SEN policy
- SEND/SEMH referral forms

Managing Time Out -

Aim

The aim of time out is to allow the student to take time away from the class to calm down and consider their behaviour and the impact it has on others and to make a positive decision to make better behavioural choices upon their return. In the first instance, this should be within the classroom with a designated space. If the behaviours reoccur, this will happen in a partner class. After a period of time, when the child re-joins the class, the script should be used to ensure they know they are welcome and that there is a fresh start. The child should make any apologies that are necessary and then be actively supported in a positive way to understand the learning that is taking place, what they need to do, and how the adults will support them to be successful.

Reflection time will happen in the designated Reflection room at lunchtimes. Teachers are expected to bring the child to the reflection room to meet with the members of SLT on duty. SLT will use scripts to support the child in reflecting on what has happened and how the situation can be restored. Reflection time will be recorded and if a child is in reflection on 3 or more times within a 2-week period, parents/carers will be contacted by a member of SLT. A Positive Behaviour Support Plan will be developed with the child, class teacher, behaviour lead and parents.

Students requiring behaviour support

Students who have difficulty with meeting the behavioural expectations despite the conscientious, consistent and caring application of this behaviour policy, will be identified as having a Special Educational Need and be placed on the Special Needs register. Initially, a Behaviour Support Plan (BSP) will be drawn up. A meeting with the SENDCo and parents will be held in the first instance. Two follow-up meetings may be required. If the BSP proves ineffective, then further alternate strategies may be required, including Alternative Provision.

Guidance to staff in managing behaviour and discipline

Teachers must be familiar with the school's discipline and pastoral policies and arrangements and apply them consistently and fairly. Staff must take professional pride in managing their own classroom and all relationships with students.. Problems should be dealt with quickly, and support sought if necessary. Problems should only be referred if they cannot be dealt with or because the matter is very serious. Teachers must remember that a quiet, firm reprimand is more effective than a public display of temper and is much less stressful. The students should be in no doubt as to why they are being reprimanded, and what would have constituted a more acceptable form of behaviour. They should have an opportunity to reflect on their misdemeanor, understand its effect on others in the school community and, as appropriate, make some form of reparation. They should also be encouraged to develop a more positive attitude and appreciate the benefits of so doing to others and also to themselves.

Members of staff have responsibilities which include:

- Ensuring that the students are fully aware of the Calm School Code and class agreement;
- Planning engaging lessons with clear aims and objectives;
- Preparing lessons geared to the individual needs of the students;
- Arriving in class on time and ensuring students enter class in an orderly manner;
- Ensuring that students are seated before lessons begin and remain seated until they are given permission to move or leave the class (except in practical classes);
- Establishing a purposeful, learning environment;
- Using effective classroom management strategies and insisting on silence when teaching to the whole class;
- Making students aware of your expectations while in your class and maintain high, realistic expectations;
- Ensuring that instructions given to the students are understood and followed;
- Not accepting behaviour or work of an unsatisfactory standard;
- Being consistent and fair;

- Calling all students by their first names and treat students with courtesy and respect;
- Considering student's intentions as well as their actions;
- Dealing diplomatically with anti-social behaviour;
- Taking bullying seriously;
- Engaging with students in extra-curricular activities;
- Praising a student's achievement often and rewarding good behaviour in and out of the classroom;
- Avoiding unnecessarily discussing individual incidents or students openly with uninvolved staff;

Guidelines for Managing Unacceptable Behaviour

- Remain calm at all times and avoid confrontational or hostile dialogue;
- Address the actual behaviour without getting involved in long discussions;
- Bring relevant rules to the student's attention;
- If your right to teach is being infringed, say so and insist on acceptable behaviour;
- Apply necessary sanctions calmly and fairly with an explanation of why necessary;
- Speak to the students after class and explain why their conduct was not acceptable;
- If problems persist, seek the help and advice of SLT.
- Arrange a meeting with a member of SLT and parents to discuss the issues.

Appendix 2: Guidance for the searching of a pupil

Confiscation

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/carers, if appropriate.

Searching a pupil

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

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

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

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk

- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

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

If they still refuse to co-operate, the member of staff will contact the select appropriate headteacher or DSL, to try to 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 causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

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

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or 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
- 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/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches by police

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, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether 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/carers, 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 information about the role of the appropriate adult).

The pupil's parents/carers 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

This subsection and the one directly following apply to strip searches that involve the exposure of a pupil's intimate body parts, but you may decide to follow these procedures for other searches. If so, amend these subsections accordingly.

For any strip search that involves exposure of intimate body parts, there will be at least two 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 two 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, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

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

Care after a strip search by police

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 whether, 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.