

Behaviour Policy

St. George's Junior School



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Contents

1.	Statement of Intent.....	3
2.	Legislation and statutory requirements.....	4
3.	Definitions of behaviour.....	5
4.	Prevention strategies	6
5.	Managing behaviours.....	10
6.	Hate crime.....	13
7.	Sexual abuse and discrimination.....	14
8.	Prohibited items, searching pupils and confiscation	14
9.	Behaviour outside of school premises	15
10.	Communication with parents	15
11.	Roles and responsibilities.....	16
12.	Monitoring and review	18

Appendices

Home school agreement

Pupil code of conduct

Levels of behaviour

Restorative conversations

1. Statement of Intent

Woodfield Infant School and St. George's Junior School

"To work in partnership to educate, nurture and empower."

Mission Statement

"To achieve outstanding outcomes for the children in our community by providing an innovative, challenging and linear learning experience that equips them to live content and successful lives."

Our vision Statement for each school:

Woodfield Infant School

Happily Learning Together

Being kind, responsible and hardworking Is the Woodfield Way

St George's Junior School

Excellence and Enjoyment are achievable

Being respectful, responsible, and hardworking is the St. George's Way

As a school we aim to:

- Foster a safe, calm and happy atmosphere which results in the highest standards of behaviour, courtesy and consideration for others
- Encourage children to develop a positive growth mindset which enables them to tackle new challenges
- Celebrate differences and value cultural diversity
- Provide an interesting and stimulating curriculum which helps to develop lively enquiring minds and independent learners
- Promote environmental and ecological awareness within the school and the wider community
- Nurture and celebrate individual ability and talent through the provision of a wide range of opportunities and enrichment activities

Through 'The St. George's Way', our values encourage our school community to be:

- Respectful
- Responsible
- Hardworking

The ethos at St. George's Junior School is based on positive behaviour management: a system that encourages positive behaviour from each other as exemplary role models in demonstrating 'Our St. George's Way'. These core values are centred around ensuring our pupils have experiences of, and opportunity to demonstrate respectful, responsible and hardworking behaviours. We aim to develop individuals who make positive choices and do the right thing because they are well-informed to do so.

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and

making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

2. Legislation and statutory requirements

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

- Education Act 1996
- Education Act 2002 – section 175, which outlines school's duty to safeguard and promote the welfare of its pupils
- Equality Act 2010
- Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and to give schools the authority to confiscate pupils' property
- Behaviour and discipline in schools
- 'Keeping children safe in education 2022'
- 'Sexual violence and sexual harassment between children in schools and colleges'
- 'Mental health and behaviour in schools'
- 'Special educational needs and disability code of practice: 0 to 25 years'
- 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

3. Definitions of behaviour

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Not listening to or following instructions
- Distracting others from learning
- Work avoidance and failure to complete classwork
- Not showing respect
- Inappropriate language
- Use of mobile phones without permission

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

High level behaviours

This policy defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- Repeated breach of school rules or repetition of escalating behaviours
- **Discrimination** – racist, sexist, homophobic or discriminatory behaviour
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied. Behaviour that is repetitive, intentional, deliberate and over a period of time
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Exiting classroom and attempting to leave school premises
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression e.g. hurting another child or adult

- Persistent disobedience, defiant, disruptive or destructive behaviour e.g. throwing equipment, destroying the environment
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

At St. George's Junior School, behaviour levels are quantified from levels 1-6, ranging from low level to high level behaviours

4. Prevention strategies

We use Our St. George's Way combined with Empower Trust values of 'respect and integrity' to set clear school values and expectations for staff and pupils to follow, enabling our school community to be a positive, supportive and encouraging learning environment.

We recognise restorative practice as an evidence-based approach that drives positive behaviour management in school. The principles around restorative practice are that relationships are central to building a community; everyone's voices should be heard and valued; work to repair the harm caused and work collaboratively to problem solve. This promotes a culture for pupils to develop empathy, to take responsibility for their actions, and to put things right.

At St. George's restorative practice forms our behaviour ethos; it precedes wrongdoing and proactively builds relationships to prevent conflict and wrongdoing. It is a strategy that seeks to repair any harm done to people, and relationships that have been damaged. It aims to make people take responsibility for their actions, be aware of the consequences caused and feel remorseful. This practice enables pupils to learn about the responsibility that they have had in a situation, how it affected other people, and how they can put it right.

Expectations of behaviour

Through open communication with pupils at regular intervals, pupils know and understand the expectations of behaviour. We believe understanding of this prevents unacceptable behaviours. Values assemblies bring the school community together to review expectations of behaviour and celebrate positive noticing of this. All staff members continuously role model and remind pupils of behaviour expectations throughout the school day through positively acknowledging this, or giving reminder of expectations.

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils
- Establish agreed rewards and positive reinforcements
- Establish consequences for misbehaviour
- Encourage respect and development of positive relationship
- Make effective use of the physical space available
- Have well-planned lessons with a range of activities to keep pupils stimulated

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct.

Our values of Respect; Responsibility and Hardworking set expectations for pupil conduct. Our pupils believe their behaviour should show they can:

- Take responsibility to behave in an orderly and self-controlled way
- Show respect to members of staff and to each other
- Make it possible for all pupils to learn
- Move sensibly/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

Praise and motivation

We recognise positive behaviours and support pupils in feeling accomplished and empowered to demonstrate this both in school and in the wider community. Pupils are awarded merits for demonstrating aspects of the St. George's Way: being respectful in their behaviours; being responsible in their behaviour and showing hardworking behaviour attitudes. This motivational system is tiered to enable pupils to work towards gaining merits to be awarded a Headteacher/Deputy Headteacher/Assistant Headteacher award for continuous efforts.

Positive noticing is a key feature throughout our school and pupils are praised for their behaviours. Achievements in behaviour and learning are recognised and celebrated through a whole school weekly celebration assemblies. This acknowledges pupil efforts and empowers all pupils to follow role model examples.

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, staff ensure:

- They define the behaviour that is being rewarded
- The praise is given immediately following the desired behaviour
- The way in which the praise is given is varied
- Praise is related to effort, rather than only to work produced
- Perseverance and independence are encouraged
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason
- The praise given is always sincere and is not followed with immediate criticism

Whilst it is important to receive praise from staff, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Staff encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.

- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Merits
- Communicating praise to parents
- Certificates, prizes and celebration assemblies
- Positions of responsibility, e.g. being entrusted with a particular project

Encouraging behaviour

Positive behaviour is encouraged through:

- Praise and positive noticing (verbal, positive note, merit)
- Smiles and positive body language
- Empowering pupils with given responsibilities
- Using good behaviour as an examples and rewarding this
- Ensuring adult supervision at playtime encourages and supports behaviour
- Having adults lead play activities to support/promote friendships at playtime
- Supporting pupils with behaviour by applying zones of regulation and emotion coaching training
- Applying restorative practice to resolve any concerns
- Enabling pupil groups (Safeguarding team) to be a supportive pupil forum at playtime

Positive relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. St. George's Junior school focusses heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe consequences being applied. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and the Inclusion team are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour include, but are not limited to, the following:

- Frequently engaging with parents
- Emotion coaching
- Zones of regulation
- Short-term behaviour report cards
- Long-term behaviour plans
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Supporting pupils with additional needs

Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided. We understand that for some children with SEN, attachment, or experienced trauma that the whole school systems for managing behaviour and celebrating success will not be enough, in these cases reasonable adjustments in line with need, along with a more individualised support package will be applied

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned.

Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Pastoral support
- Access to school interventions e.g. drawing and talking therapy
- Working with SENDCo
- ELSA trained staff
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions
- Staff to apply zones of regulation and emotion coaching to support pupil behaviour

Where it is applicable to do so, school will liaise with outside agencies to seek external advice to support children who have additional needs. This could include:

- Behaviour support
- Play Therapy
- LSAT
- BEAM
- BEEU
- Inclusion services

- EWO (Education Welfare Officer)
- TMBSS (Tuition Medical Behaviour Support Service)
- Woodlands Outreach
- Educational Psychologist
- Local authority – Specialist Placement Panel

5. Managing behaviours

Using the levels 1 – 6 behaviour table, instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

All staff will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alerted to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted restorative conversations with pupils, a possible phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of consequences to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following strategies/consequences will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Use positive reinforcement to promote desirable behaviours
- Issuing a verbal reprimand and reminder of the expected behaviour
- Warning card
- Restorative conversation
- Sending the pupil out of the class to a parallel class or to a cohort leader
- Removal of privileges
- Expecting work to be completed at home, or at break or lunchtime
- Partial or full loss of break
- A behaviour plan
- Make contact with parents
- Refer pupil to a senior member of staff

Persistent low-level behaviours will be reported to Year group cohort leader, who will support the class teacher and pupil in positive next steps. Parents will be contacted to enable working partnerships to support improved behaviour outcomes.

Where a pupil's misbehaviour falls under level 5 and 6, or is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- Record incident on CPOMs and alert cohort leader and Headteacher/Deputy Headteacher/Assistant Headteacher
- Use additional staff to de-escalate situation
- If required, contact a member of Inclusion team or Head of School

- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom. Regulation time will be given and re-integration back into the classroom
- Parents will be informed of the seriousness of the behaviour

Persistent behaviour breaches

Following repeated incidents of unacceptable behaviour, the following consequences are implemented:

- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the Headteacher/Deputy Headteacher/Head of Inclusion determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.
- The Headteacher/Deputy Headteacher/Assistant Headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- The Headteacher/Deputy Headteacher/Assistant Headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Using positive phrases, e.g. "if you return to your seat, I can help you with your work".

Physical intervention

Members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of positive handling. Staff members will use their professional judgement of the incident to decide whether positive handling intervention is necessary.

Wherever possible, staff will ensure that a second member of staff is present to witness the positive handling intervention used. After an instance of positive physical handling, the Head of School will be informed, the method of positive handling recorded, and parents will also be notified.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term suspension. It is at the discretion of Headteacher/Deputy Headteacher/Assistant Headteacher as to what behaviour constitutes for a suspension, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher/Deputy Headteacher/Assistant Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Head of School will request that the pupil's class teachers set them appropriate work to complete.

The Headteacher/Deputy Headteacher/Assistant Headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

6. Hate crime

A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender'

All hate incidents should be reported. Any incidents of such behaviour will be recorded to the Headteacher/Deputy Headteacher/Assistant Headteacher on a Report and Hate Crime form, and will

be reported to the Governing Body, The Trust and the Local Authority. Reports of such behaviour will be communicated to members of the senior leadership team who will take the appropriate action.

7. Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

8. Prohibited items, searching pupils and confiscation

Headteacher/Deputy Headteacher/Assistant Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The school also identifies the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- [E-cigarettes and vapes](#)
- [Lighters](#)
- [Aerosols](#)
- [Legal highs/psychoactive substances](#)
- [Energy drinks](#)

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

9. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same consequences for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose consequences once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

10. Communication with parents

Where low level behaviour become persistent, communication to parents could be in the form of:

- Face to face
- Telephone
- Email

Behaviours that are within level 5-6 will warrant communication with parents. School aims to inform parents so that proactive steps can be taken to accomplish successful outcomes

11. Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy

The Headteacher/Deputy Headteacher/Assistant Headteacher are responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this
- Determining the school rules and any disciplinary consequences for breaking the rules
- The day-to-day implementation of this policy
- Publicising this policy in writing to staff, parents and pupils at least once a year
- Reporting to the governing board and Empower Trust on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour
- Monitoring behaviour through CPOMS

The Head of Inclusion is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The Head of Inclusion/SENCO is responsible for:

- Collaborating with the governing board, Headteacher/Deputy Headteacher/Assistant Headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves
- Aiming to teach all pupils the full curriculum, whatever their prior attainment
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits
- Being responsible and accountable for the progress and development of the pupils in their class
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour
- Reporting behaviour incident on CPOMS

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly
- Supporting pupils in adhering to this policy
- Promoting a supportive and high-quality learning environment
- Modelling high levels of behaviour
- Being aware of the signs of behavioural difficulties
- Setting high expectations for every pupil
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - Headteacher
 - Deputy Headteacher
 - Assistant Headteacher
 - Head of Inclusion
 - SENCO
- As authorised by the Headteacher/Deputy Headteacher/Assistant Headteacher, disciplining pupils who display poor levels of behaviour.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.

- Informing the school of any changes in circumstances which may affect their child's behaviour.

12. Monitoring and review

This policy will be reviewed by the Headteacher/Deputy Headteacher/Head of Inclusion on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.