St Alban's
Catholic Primary and Nursery School
Member of St Clare's Catholic Multi Academy Trust, Diocese of Hallam

Let God's love shine in our lives as we grow and learn together

Anti-Bullying and Behaviour Policy

Approved by:	Local Academy Committee	Date: 13th July 2023
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Contents

1. 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

2. Legislation, statutory requirements and statutory guidance

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

> Behaviour and discipline in schools: advice for headteachers and school staff, 2016

> Behaviour in schools: advice for headteachers 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 – From September 2023

> 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

3. Definitions

Misbehaviour is defined as:

> Disruption in lessons, in corridors between lessons, and at break, lunchtimes and clubs

> Non-completion of learning

> Poor attitude to learning, other children and adults in school

Serious misbehaviour is defined as:

> Repeated breaches of the school rules

> Any form of bullying

> Sexual violence 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/vaping

> Racist, sexist, homophobic or discriminatory behaviour

> Possession of any prohibited items. These are:

- Knives or weapons

- Alcohol

- Illegal drugs

- Stolen items

- Tobacco and cigarette papers

- Fireworks

- Pornographic images

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

> Deliberately hurtful

> Repeated, often over a period of time

> Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Anti-bullying strategy

Through the work we do in RE, RHE and PSHE as well as our social and emotional literacy support, and the importance we place on celebrating diversity and British Values, we prevent bullying by teaching children to treat people with love and respect. We have a zero tolerance to bullying and as soon as any targeted negative behaviour from one pupil on another pupil, we discuss this with the children and their parents, all staff working with these children monitor it if continues then we ensure both victim and perpetrator are supported albeit the perpetrator is removed from the classroom, environment where the bullied child is for a period of time and both parents are informed of any incident each day.

Once the situation is deemed bullying all staff in school are made aware so that any issue can be prevented by all staff anywhere within the school grounds or building. If the perpetrator continues, they will be suspended each time and following this process will be excluded if the bullying continues. Support will be offered to both perpetrator and victim throughout and this support will be tailored to the needs of the children however zero tolerance will be maintained.

Staff will log all incidents on CPOMs, initially as child on child or behaviour but under bullying once prescribed as this and parents/carers of both perpetrator and victim will be updated each time there is an incident and of the process followed and support offered to their children.

When investigating the possibility of bullying, staff in different roles in school, eg. A member of SLT, Teacher, Child Support Worker, TA and Lunchtime Supervisor will be spoken to and their observations logged on CPOMs as well as any children who have witnessed the behaviours being investigated. Both the parents/carers of the victim and perpetrator will be informed throughout the process.

If bullying outside of school or online involving our children is reported to staff, parents will be informed immediately and supported in investigating it as well as involving outside agencies if needed such as Social Care, Police, NHS etc. and support for both perpetrator and victim will be offered as it would if the bullying had occurred within school. Sanctions carried out will follow our normal procedures as outlined in sections 7 and 8 and outlined above in a timely and effective manner.

With a team of people employed in school and a variety of interventions staff are trained in throughout school, children who have been bullied and those vulnerable to bullying, will be supported eg, counselling, 1:1 well-being sessions with Parent and Child Support Worker, if an SEN child, forming part of their targets which will be reviewed, working with our ELSA or referral to CAMHs if necessary.

CPOMS is monitored and analysed detailing successful strategies and those in need of improvement. Successful strategies and approaches used are shared as best practice and reviewed alongside Safeguarding and training is provided annually to ensure all staff adhere to school policy. Although Anti-bullying week is celebrated and children learn how to spot bullying and how to stand up against it, this culture is inherent through school throughout the year and staff are responsible for prioritising this.

5. Roles and responsibilities

5.1 The governing board

The Local Academy Committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher 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 sanctions 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 sanctions 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 (see section 13.1)

5.3 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

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

5.4 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 that may affect their child's behaviour
> Discuss any behavioural concerns with the class teacher promptly
> Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
> Raise any concerns about the management of behaviour with the 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.

5.5 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.

6. School behaviour curriculum

All children are expected to adhere to the new children's promise:

I aim to be the best version of me.

I will show love to myself, others

and our world.

See Appendix 1 for the Children's Promise June 2023 update. This was formulated with all staff and our KS2 children to ensure they have ownership.

Pupils are expected to:

> Behave in an orderly and self-controlled way

> Show respect to all people in school

> In class, make it possible for all pupils to learn by being ready for learning themselves

> Move quietly and safely in single file around the school

> Treat the school buildings, school property and others' property with respect

> Wear the correct uniform properly at all times

> Follow sanctions when given as per the Behaviour Continuum

> 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.

6.1 Mobile phones

> Pupils who have consent to walk to and from school alone are allowed to bring mobile phones into school but must hand them in to a member of staff immediately on arrival to school for locking away. School do not accept liability for any damage when they are in school.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

> Prioritise our mission and ethos:

Let God's love shine in our lives as we grow and learn together through living out the Gospel Values:

- Being honest
- Being fair
- Being forgiving
- Being respectful
- Aiming high and doing our very best…and valuing the world around us.

Our school ethos will create and develop a community whose behaviour follows the teaching of Jesus Christ where all individuals are enabled to reach their full potential.

> Create and maintain a stimulating environment that encourages pupils to be engaged

> Display the behaviour and attitudes continuum of expectations:

The foundations to all of our behavioural expectations is based on strong relationships with each other and high expectations of each of us, through adult and child role modelling, guided by our Gospel values.

-4 -3 -2 -1 0 1 2 3 4 with 'Ground Zero' as the expectation for all and positive behaviours and associated rewards moving up from zero and support and consequences moving down from zero

> Develop a positive relationship with pupils, which may include:

  o Greeting pupils in the morning/at the start of lessons

  o Establishing clear routines

  o Communicating expectations of behaviour in ways other than verbally

  o Highlighting and promoting good behaviour

- o Concluding the day positively and starting the next day afresh
- o Having a plan for dealing with low-level disruption
- o Using positive reinforcement

7.2 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 misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive praise and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos; with particular focus on the Children's promise and steps to showing love for themselves, others, the world around them and going above and beyond.

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:

- › Verbal praise
- › Earning House Points – Albans to spend every half-term in the Albans Shop
- › Communicating praise to parents/carers
- › Stickers, certificates and awards in assemblies
- › Positions of responsibility, such as PlayLeader, Mini Vinnie, School Councillor, Prayer Leader, Class jobs etc.
- › House Team Awards weekly and termly

7.4 Responding to misbehaviour

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 misbehaviour.

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

De-escalation techniques will 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 sanctions, staff will also consider what support could be offered to a pupil to help them to meet expectations of 'ground zero' and beyond in the future and strategies to prevent further consequences after reminders and time out.

The behaviour continuum will be followed by all at all times.

Significant misbehaviours such as assault, verbal abuse or bullying will result in suspensions.

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

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with 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 on CPOMS and reported to parents

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.

Members of staff in school are trained in Team Teach de-escalation strategies and positive handling when this is required in significant situations.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a 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 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 ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the 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 a DSL, 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 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, 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

> 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 (listed in section 3) 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 in section 3

> If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

> What happened

> What was found, if anything

> What has been confiscated, if anything

> What action the 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.7 Off-site misbehaviour

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

> Taking part in any school-organised or school-related activity (e.g. school trips)

> Travelling to or from school

> Wearing school uniform

> In any other way identifiable as a pupil of our school

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

> Could have repercussions for the orderly running of the school

> Poses a threat to another pupil

> Could adversely affect the reputation of the school

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

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

> It poses a threat or causes harm to another pupil

> It could have repercussions for the orderly running of the school

> It adversely affects the reputation of the school

> The pupil is identifiable as a member of the school

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

7.9 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 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.

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The 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:

  o Manage the incident internally

  o Refer to early help

  o Refer to children's social care

  o Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.11 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.

8. Serious sanctions

8.1 Detention

The Headteacher will make the final decision regarding detentions ensuring staff have followed the Behaviour Continuum of expectations appropriately. Pupils can be issued with detentions during break or after school during term time.

The school will inform parents or carers and expect collection from an after school detention of which the length will be determined by the child's age eg. 30 minutes if in EYFS or KS1 and 1 hour if in KS2.

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

> Compromise the pupil's safety

> Conflict with a medical appointment

> Prevent the pupil from getting home safely

> Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, where the Behaviour Continuum has been appropriately followed, a child continuously disrupting learning will be removed from the classroom for a period of time and a meeting with parents will be expected. This will probably be a 'Red Card' incident where a member of the Team Teach team and/or SLT are involved.

Pupils who have been removed will continue to receive education under the supervision of another member of staff. Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted and the continuum exhausted, unless the behaviour is so extreme as to warrant immediate removal and subsequent suspension.

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

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:

> Use of teaching assistants to support

> Reward plans and further interventions

> Long term behaviour or SEN support plans

> Consideration of part-time table if SEN and negative impact on mental well-being

> Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMs and this will be shared with parents.

8.3 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 sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. Published Government guidance from September 2023 will be followed.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

> Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

> Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

> If a pupil has an education, health and care (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 misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

In order to removing triggers of misbehaviour or anticipating misbehaviour we will:

> Enable 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 intervention areas, separate learning spaces, calming book nooks, where pupils can regulate their emotions during a moment of sensory overload or to support other emotional needs

> Use of a trauma informed approach and Mental Health First Aiders – pink cards will be sent to one of the schools two MHFAs who will then offer emotional support to the child when required. On occurrence of a pink card and intervention from a MHFA, a record will be added to CPOMs and the

de-escalation and de-brief along with actions of any further work eg. with parents, other staff in school, or external agencies as a supportive and preventative measure.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

> Whether the pupil was unable to understand the rule or instruction?

> Whether the pupil was unable to act differently at the time as a result of their SEND?

> Whether the pupil is likely to behave aggressively due to their particular SEND?

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

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. This will be discussed with parents/carers.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

9.4 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 through Derek Brogan – SEN Department.

10. Supporting pupils following a sanction

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

> Reintegration meetings

> Daily contact with a key worker in school

> Reviewed or updated SEN/EHC plans

11. Pupil transition

11.1 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.

11.2 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.

12. Training

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

> Trauma informed approach

> Understanding of the behaviour continuum and expectations based on our mission statement and children's promise

> 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.

13. Monitoring arrangements

13.1 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 annually and from a variety of perspectives including:

> At school level

> By age group

> At the level of individual members of staff

> By time of day/week/term

> By protected characteristics

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.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Local Academy Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the LAC.

14. Links with other policies

This behaviour policy is linked to the following policies

> Exclusions policy

> Child protection and safeguarding policy

> Anti-bullying policy

> SEND policy

> Suspensions and Exclusions Guidance

Appendix 1

Our promise at St Alban's

I aim to be the best version of me.
I will show love to myself, others
and our world.

Appendix 2

Remember to keep the St Alban's children's promise…

-4	-3	-2	-1	0	1	2	3	4
Meeting with Parents	Final reminder	Time out with learning	Reminder – choice given	GROUND ZERO EXPECTATION!	Be the best you can be!	Showing love for yourself	Showing love for others and our world	Making a real difference; above and beyond
Further consequences in place	Learning caught up at break times	Catch up on learning out of class group	Return to learning within class	Ready for learning!	1 Extra Alban I	2 extra Alban's II	3 extra Alban's III	4 extra Alban's IIII & sticker