

Behaviour Policy for Lacewood Primary School



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(Chair of Governors)

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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](#)
- [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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexualised behaviours such as inappropriate touch
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - 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
 - Vaping/Smoking
 - Racist, sexist, homophobic or discriminatory behaviour
 - Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - 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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • 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 and Cyber bullying- See separate policy

Racial Harassment and Bullying

Lacewood Primary school promote racial equality and eradicate all forms of bullying. Racial harassment and bullying will not be tolerated. Adults are advised to follow reporting procedures as outlined in the Anti-bullying policy. Sanctions and restorative justice approaches are to be applied as appropriate to the circumstances.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with 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 by using Thrive techniques to manage learning behaviours
- 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 forming positive relationships with children and parents to share a common aim.
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour which reflects the school culture and how they can uphold school rules and expectations

- Recording behaviour incidents promptly through CPOMS
- Challenging pupils to meet the school's expectations and use rules and sanctions clearly and consistently

The senior leadership team (SLT) will support staff in responding to ongoing behaviour incidents and those of a serious nature.

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
- Foster good relationships with staff in school and be a good role model when talking to adults
- 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

Each year children will be reminded of the school's behaviour expectations and will be involved in generating a Golden Charter for their class. Children will be reminded of:

- 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 Behaviour Lead/Wellbeing Practitioner will be available to them to help them meet the behavioural standards

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 within school through pupil voice in school council meetings and annual children's surveys. This will support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who join our school mid-year.

6. School behaviour curriculum

Our Behaviour Plan to Encourage Positive Behaviour

At Lacewood Primary school, we celebrate good behaviour and a positive approach to learning.

We are a THRIVE school. For us, this means that we have THRIVE embedded within our ethos and THRIVE approaches across the whole school.

We aim to continually deepen our understanding of how social and emotional learning develops and can be supported and how this underpins our capacity and availability for wider academic learning. We recognise this is core to our work in school.

6 of our staff are trained as Thrive Licensed Practitioners, which represents a minimum of 10 days professional development, with regular CPD in order to deepen knowledge. Our school environment, resources, learning approaches, timetables and planning are all informed by our understanding of how each impact on social, emotional and academic development and learning.

We recognise that behaviours can be learned and are within our cognitive awareness. They can, however, be unconscious, patterned, non-problem solving, defence or discharge responses and might feel overwhelming. Attentive, observant adults, working in relationship with children are required, in order to recognise behaviours, to identify the underlying needs (triggers) and respond in appropriate ways.

We are very clear that everyone has the right to feel safe, feel special and have their needs met. Therefore, our Behaviour Policy reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community, where consistent containment aims to ensure that one individual's need and learning does not adversely impact on another's.

We are a community with a commitment to tolerance and inclusion, evidenced by pupil's firmly held views that we learn better together.

The development of positive, social and emotional learning behaviours is at the heart of our Behaviour Policy.

Find out more about THRIVE at: www.thriveapproach.co.uk

Aims

The whole school follow 3 golden rules:

We take care of ourselves

We take care of each other

We take care of the things around us

- For all children to feel happy, safe, needed and valued so that they can reach their full potential, developing skills, practical abilities, knowledge and the will to use them.
- To encourage a calm, purposeful and happy atmosphere within school.
- To create a positive environment within which the individual can learn, the group can learn and within which the teacher can be most effective.
- To foster a positive caring attitude towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To have a consistent approach to behaviour throughout the school, with parental cooperation and involvement.
- To make the boundaries of acceptable behaviour clear to ensure safety.
- To raise awareness about appropriate behaviour.
- Being able to understand, regulate and manage emotions.
- To apply thinking between feeling (sensation and emotion) and action
- To increasingly show empathy and understanding to others

- To enable pupils to experience challenges, succeed in learning and have a sense that learning can be fun and relevant to their lives
- To build tolerance, make good choices and take responsibility, in readiness for them taking their place in society.
- To gain a sense of pride and build self-awareness through planned and incidental social and emotional learning and positive experiences.
- To link our school learning buddies to the thrive process through the promotion of resilience.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times – dependent on children’s needs/adjustments
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

6.1 Mobile phones

Year 5 and Year 6 children are allowed to bring their mobile phones to school, as with parent permission they are allowed to walk home from school on their own and the mobile phone is a means of being able to contact someone in case of an emergency.

The mobile phones are stored in the teacher’s store cupboard and children are not allowed to have their phones during the school day. This includes during after school clubs, when phones are given back to pupils once they are leaving the school building.

If a child is ill their parents will be contacted by the office staff and children will not be able to contact them using their own phone.

Mobile phones are not allowed to be taken on school visits (day/residential) as it will be the responsibility of the class teacher to contact parents if required.

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:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display Golden Rules and Class Charters and remind children of these on a regular basis.
- Develop a positive relationship with pupils, through:
 - a. Greeting pupils in the morning/at the start of lessons
 - b. Establishing clear routines
 - c. Communicating expectations of behaviour in ways other than verbally

- d. Highlighting and promoting good behaviour
- e. Concluding the day positively and starting the next day afresh
- f. Having a plan for dealing with low-level disruption
- g. Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs 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 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 recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

Reward System

At Lacewood Primary school each class decides on their own classroom rules based on our overarching 3 Golden rules. The Golden Rules are displayed within each classroom and children understand their rights and responsibilities within these. In order to encourage good behaviour, we have established a positive reward system, including:

- Oral praise
- Weekly merit awards linked to learning buddies
- Classroom learning buddy awards
- Learning Buddy Leaf Awards (achievement of 5 of the same learning buddies)
- Postcards home for outstanding work in school or at home
- Referral to Headteacher – Headteacher gold leaf award
- Attendance awards – termly improvement and above 96% (school target)
- Pen pass
- Representing Lacewood at various events

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.

Thrive techniques will be used to help prevent further behaviour issues arising, using thrive language and restorative conversations.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

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

Sanctions

Sanctions are necessary for pupils who choose, from time to time, not to follow the School Behaviour Policy and behave inappropriately. At Lacewood Primary school we accept that it is our responsibility to support those pupils so that they can make better behavioural choices in the future. As such, the available sanctions are to be used to promote and develop positive behaviour rather than to be used as punishment or retribution, and all adults and pupils are expected to use the opportunities provided within the sanctions system to look to resolve the issues that have led to the inappropriate behaviour.

Following the Thrive approach to behaviour, all staff are expected to interact with pupils in a way that allows pupils to address their behaviour and understand how to deal with barriers and difficulties differently in the future. To enable this, staff understand the need for calm and constructive conversations with pupils with clear and consistent expectations across the school. Sanctions are more likely to promote positive behaviour if pupils see them being applied fairly and consistently.

Adults are further expected to:

- make clear they are dealing with the behaviour, rather than stigmatising the person;
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding);
- avoid whole group sanctions that punish the innocent as well as the guilty;
- wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break time to finish it off);
- use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome);
- when appropriate, use sanctions to put right harm caused;
- never issue a sanction that is humiliating or degrading;
- use sanctions in a calm and controlled manner;
- ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used);
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour;
- take account of individual circumstances.
- encourage pupils to reflect on the effects of misbehaviour as part of everyday teaching and through the "Restorative practice" opportunities provided.

Before moving to the stages below adults will highlight positive behaviours being displayed by children in close proximity of any disruption.

The stages are as follows:

Stage 1

1. A non-verbal warning. (facial expression or gesture)

2. A gentle touch as a reminder of expected behaviours e.g. on the shoulder.
3. A verbal warning including use of a child's name with explanation of what they need to do to improve.

If behaviour continues move to Stage 2

Stage 2

1. Loss of playtime and/or lunchtimes in 5-minute increments during a morning or afternoon session. If this reaches 15 minutes and the behaviour continues stage 3 will be implemented,

If behaviour continues move to stage 3

***Stage 3 (all incidents at this stage will be recorded on CPOMS)**

1. Contact with a member of the Senior Leadership Team for a discussion about behaviour choices and how the incident(s) could be resolved.
2. Contact parents by telephone
3. If the behaviour continues, the Headteacher will invite parents into school for a meeting with class teacher and a member of the SLT to discuss consequences (including loss of privileges)
4. Personalised behaviour action plan discussed with parents
5. Severe behaviour issues may result in the immediate exclusion of the pupil

Actions of a more serious nature will move straight to stage 3 and will always be reported to the SLT. E.g. verbal/physical abuse towards staff or other children.

If a child needs to be restrained, to keep themselves and others safe, this will be carried out following the team teach guidance (see Appendix on safe touch). A positive handling plan will be set up for children that require team teach.

EYFS/Y1 Behaviour System

Stage 1 – same as the rest of the school

Stage 2 – stage 1 would be recapped and revisited several times, as children are learning about boundaries and expectations during their time in Foundation. Stage 2 would be used if a child has made themselves or another child/adult unsafe. Stage 2 would be time with an adult within the setting and/or time out from the activity they were engaged in. If it was a significant incident parents would be contacted during the day or at the end of a day. This would be recorded on CPOMS.

Stage 3

If a behaviour pattern continues a conversation will take place between SLT, SENCO and parents/teachers.

A personalised behaviour plan will be instigated.

If a child needs to be restrained, to keep themselves and others safe, this will be carried out following the team teach guidance (see Appendix on safe touch). A positive handling plan will be set up for children that require team teach.

Lunchtime Supervision

The responsibility for behaviour and discipline at lunchtime rests with the Headteacher, Teaching staff, Behaviour Support Advisor and Support Staff.

HLTA's and Teaching Assistants carry out duties in accordance with the Headteacher's instructions and the Behaviour Policy Guidelines.

During lunchtimes we expect the same courtesies, good manners and respect for others as outlined in the Behaviour Policy. Wherever possible any behaviour issues should be dealt with immediately with the children and the lunchtime staff following the same approaches as set out through school. Children who have been helpful can be rewarded with learning buddies. For serious incidents duty staff will send a child, supervised, into reception for the class teacher or SLT to deal with accordingly. The relevant person may consider it necessary to inform parents of instances of unacceptable behaviour.

To encourage good behaviour the following routines will be established:

- Rota for Year Groups coming into lunch.
- Behaviour Support Advisor organise and run activities and sporting events for children to participate in every lunchtime.
- Behaviour support advisor organise activities for both duty staff to run, and oversee.
- Injured children should be sent to reception for First Aid or attended to on the playground by qualified First Aiders.

PLAYGROUND AND PLAYTIME ACTIVITIES

Introduction

Children should be able to play in safety, and be secure from violence and bullying (See Equal Opportunities Policy for Racial Harassment and Bullying). Their play should consider the rights of others and also the rules of the school.

Organisation

Children begin to line up at the sound of the bell at the end of both playtime and lunchtime and should be ready for their teacher when the classroom door is opened.

Children identified with significant emotional and social needs will be supported through the use of the Thrive room as and when needed.

Supervision

Children should be supervised by the class teacher at the start of play or lunchtime and ensure that children leave the classroom in an orderly manner to go to play. At the end of play/lunchtime, class teachers should ensure they are ready in the classroom door area to supervise their class from the line back into the cloakroom.

*The home school agreement will be referred to throughout.

Personal circumstances of the pupil will be considered when choosing sanctions 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.

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 pupils' possessions

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

- Desks
- Drawers
- Bags

Pupils will be asked for permission to proceed with the search, but the search can go ahead regardless, 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 on CPOMS.

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 member of the senior leadership team, when the headteacher is not available, 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:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

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

8. Serious sanctions

8.1 Loss of break time or lunchtime

In response to breaches of this policy, pupils can lose part or all of their morning break or lunchtime break.

The school will decide whether it is necessary to inform the pupil's parents.

Pupils will be able to have a movement break, after the said sanction has been carried out, under the supervision of a member of the Senior Leadership Team.

The incidents will be recorded on CPOMS.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the senior leadership team or wellbeing practitioner.

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.

Staff will record all incidents of full lesson removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS.

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.

Fixed Term and Permanent Exclusions

In occasional cases the Head teacher may feel that they have to exclude a child, however such decisions are not taken lightly and will be determined on an individual basis.

A child may be excluded from school for one or more fixed periods, for up to 45 days in one school year. The Head teacher may also exclude a child permanently. It is also possible for the Head teacher to convert fixed term exclusion into a permanent exclusion, if circumstances warrant this.

If the Head teacher excludes a child she will inform parents immediately giving a clear reason. The Head teacher will then inform the Local Education authority and the chair of governors (vice chair if not available) of the decision. Parents may appeal the decision if they disagree with the Head teacher's decision. The appeal will be heard by the governing body that will decide as to whether or not to reinstate the pupil.

Please refer to our exclusions policy for more information

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 consider the specific circumstances and requirements of the pupil concerned.

This may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long periods of time
- 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 Neurodiversity, such as autism
- Use of separate spaces (sensory room or thrive room) where pupils can regulate their emotions during a moment of sensory overload.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

- 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.

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 contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

9.5 Suspension of a child with identified special needs/and/or disability

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. This will include:

- Restorative conversations
- Possible contact and support from the wellbeing practitioner

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:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

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 and loss of break/lunchtimes
- 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, on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by headteacher and behaviour lead

The data will be analysed 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 characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board 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 chair of governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Safeguarding policy
- Mobile phone policy
- Anti-Bullying Policy (incorporating cyber-bullying)

Appendix 1: written statement of behaviour principles

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

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Appendix 2

Safe hold and Safe touch policy

What is safe touch?

At Lacewood safe touch is used to regulate a child using VRF's (calm and soothe)

What is safe hold?

At Lacewood safe hold is used by trained staff to keep a child or others including property safe. (Team Teach approach)

The developmentally necessary experience of safe touch

Children learn who they are (and how the world is) within their significant relationships.

The quality of the child's relationships with significant adults is key to their healthy development and emotional health and wellbeing. Touch is recognised as being a physical way of soothing, calming and containing distress.

Berne identified touch as:

- a human 'hunger
- necessary for survival and well-being.

Many research studies have indicated the necessity of human contact and touch in the healthy development of children. It is a factor in children who experience neglect and 'fail to thrive'.

Context

Our policy on Safe Touch (sometimes termed 'Safe Holding') has been developed in the context of the local authorities' Child Protection Procedures and Policies and Government guidance (see Appendix)

It considers the extensive neurobiological research and other empirical studies relating to attachment theory and child development that identify safe touch as a positive contribution to brain development, emotional regulation, mental health and the development of pro-social skills.

Lacewood school is adopting an informed, evidence-based decision to allow safe touch in special cases as a developmentally appropriate intervention that will aid healthy emotional growth and learning.

Research

Research shows clearly that healthy pro-social brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry child. It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult.

If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channelled and communicated safely.

In recognition of this, under special, agreed and supervised conditions, specially trained staff will consider using safe hold as one of the means available to them, for example to calm a distressed child, to contain an angry child and/or encourage or affirm an anxious child or to support a child with low self-esteem.

Safe touch used to calm, soothe and regulate a child's emotions is a needed developmental experience. The brain does not develop neuronal pathways to initiate calming and self-soothing unless and until this safe emotional regulation has been experienced within a positive relationship with a significant adult. Where children have had insufficient experience of safe touch and calming regulation, this may be a priority to help their brains to develop access to thinking, judging, evaluating and choosing mechanisms. These are sometimes known as 'higher executive skills' and they are an intrinsic part of cognitive regulation.

Safe touch/hold is one of the key ways of regulating children's emotions, but it is a strategy that fully trained staff will use only under supervision and in line with this whole school policy on Touch/Hold

Refraining from physically, safely holding a child in the face of their intense grief, stress and/or rage reactions can lead to a state of hyper-arousal, in which toxic levels of stress chemicals are released in the body and brain. The severely damaging long-term effects of this state have been intensively researched worldwide and are well documented.

Moreover, gentle safe holding is appropriate if a child:

- is hurting himself/herself or others, (or is likely to hurt himself/herself and/or others)
- damaging property, and/or is incensed and out of control, so that all verbal attempts to engage him/her have failed.

Trained staff team members are trained in the safest and gentlest means of holding a child that is entirely designed to enable the child to feel safe and soothed, and to bring him or her down from uncontrollable states of hyper-arousal.

Whilst limits and boundaries in such circumstances can be a vital corrective emotional experience, without such an intervention (holding) the child can be left at risk of actual physical or psychological damage.

Such necessary interventions are fully in line with guidelines set out in the Government Document, 'New Guidance on the Use of Reasonable Force in School.' (DfEE 1998) and 'Use of Reasonable Force' (2013)

What about other physical contact with pupils? (2013, Crown op cit)

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching; and
- To give first aid.

Appropriate and inappropriate touch

We are highly aware of the current atmosphere where due to fears of abuse, touch as a natural and important form of human connection has been almost vetoed in some school contexts. Our policy rests on the belief that every member of staff needs to appreciate the difference between appropriate and inappropriate touch. Hence all staff members need to demonstrate a clear understanding of the difference. They need to show themselves to be highly aware of both the damaging and unnecessary uses of touch in an educational context. Touch is not to be used as an ill-thought out or impulsive act of futile reassurance/gratification or as a block to referral for psychological assessment.

Equally, when a child is in deep distress, the Thrive Licensed Practitioner is trained to know when and how sufficient connection and psychological holding have been or can be provided/established without touching.

Appendix 3

USE OF REASONABLE FORCE ADVICE FOR HEAD TEACHERS, STAFF AND GOVERNING BODIES

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

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;
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

Use force as a punishment – it is always unlawful to use force as a punishment.

Source: Extract from Department of Education, Use of reasonable force Advice for head teachers, staff and governing bodies - July 2013 Section 93, Education and Inspections Act 2006