



# Behaviour Statement

## STUBBIN WOOD SCHOOL & NURSERY

<b>Approved by:</b>	Local Governing Body	<b>Date:</b> TBD
<b>Last reviewed on:</b>	March 2023	
<b>Next review due by:</b>	March 2024	
<b>List of Associated Policies:</b>	TEAM Anti Bullying Policy TEAM Exclusions Policy TEAM Behaviour Policy	

### Version History

Version	Date	Detail	Author
1	29.05.2020	Original document	
2	15.12.2021	Changes to develop positive handling training, moving from the ProactSkip approach to MAPA	DSH
2.1	10.02.2022	Update of Behaviour Statement prepared by Trust Behaviour & Inclusion Manager	MMO
2.2	23.03.2023	Update of MAPA to CPI Safety Interventions; changed associate principal to principal; introduced de-briefs	EKN

## Contents

1. Aims.....	3
2. Legislation and statutory requirements .....	3
3. TEAM Education Trust Interpretations .....	4
3.1 Misbehaviour .....	4
3.2 Serious misbehaviour .....	4
3.3 Bullying.....	5
4. Roles and responsibilities .....	5
4.1 Trust Champion.....	5
4.2 The Local Governing Body .....	5
4.3 The Principal .....	5
4.4 The Senior Leadership Team .....	6
4.5 The Behaviour Team.....	6
4.6 Staff.....	6
4.7 Parents.....	6
5. Pupil code of conduct .....	6
6. Rewards and Sanctions .....	7
6.1 Rewards for Positive Behaviour .....	7
6.2 Celebrating Positive Behaviour .....	7
6.3 Whole class positive behaviours – Green and Red Choices.....	8
6.4 Sanctions .....	8
6.5 Suspensions.....	8
7. Zero-tolerance approach to sexual harassment and sexual violence .....	9
8. Off-site behaviour .....	10
9. Malicious allegations.....	10
10. Positive Behaviour Support.....	11
10.1 Behaviour and Attitudes Principles.....	11
10.2 Classroom management .....	12
10.3 Identifying pupil needs and triggers to misbehaviour.....	13
10.4 Responding to undesirable behaviour .....	13
10.5 Safeguarding.....	14
10.6 Physical Touch.....	14
10.7 Physical Intervention .....	14
10.8 Recording behaviour incidents .....	15
10.9 Use of calming rooms/safe spaces.....	15

10.10 Use of seclusion .....	16
10.11 Bespoke timetabling .....	16
10.12 Screening, Protective Searching and Confiscating.....	16
11. Pupil support.....	16
12. Pupil Transition .....	17
13. Training.....	17
14. Behaviour in school during COVID-19 .....	17
14.1 Malicious Behaviour .....	18
15. Monitoring arrangements .....	18

---

## 1. Aims

This statement aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions As a school we aim to:
- Develop a safe and secure climate of mutual respect, within which staff and students feel secure and valued
- Maintain an environment in which staff can support and assist pupils in the management of their lives
- Enable pupils to develop self-worth, respect and a tolerance of others
- Create a framework within which staff and pupils can develop positive relationships
- Promote and maintain positive behaviour in a safe environment to enable effective learning

This statement of practice follows the requirements set out within the TEAM Education Trust's Behaviour Policy.

## 2. Legislation and statutory requirements

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

[Behaviour and Discipline in Schools](#)

[Searching, Screening and Confiscation at School](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[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 antibullying strategy online

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

## 3. TEAM Education Trust Interpretations

### 3.1 Misbehaviour

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Refusal to follow instructions
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

### 3.2 Serious misbehaviour

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
  - Vandalism
  - Theft
  - Fighting
  - Smoking
  - Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These include (but are not limited to):
  - 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)

### 3.3 Bullying

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

- Deliberately hurtful
  - Repeated, often over a period of time
  - Difficult to defend against
- Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender and/or misogyny, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy, published on the school website.

## 4. Roles and responsibilities

### 4.1 Trust Champion

The Trust Champion will meet three times a year to monitor behaviour in line with the quality assurance cycle. The Trust Champion will review the school's behaviour statement in line with the TEAM Behaviour Policy and provide support to schools to develop and embed good practice.

### 4.2 The Local Governing Body

The Local Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

### 4.3 The Principal

The Principal is responsible for reviewing and approving this behaviour statement.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

#### 4.4 The Senior Leadership Team

The senior leadership team will support staff in responding to behaviour incidents, including conducting de-briefs for staff involved in major incidents.

#### 4.5 The Behaviour Team

The behaviour team:

- Provide training and support on the school's behaviour policy and practice
- Write pupil risk assessments along with the team around the child
- Monitor the development of arousal charts and personal support plans
- Identify and monitor trends in pupil behaviours and advise staff and leaders accordingly
- Are available to staff who require updates on interventions and practice

#### 4.6 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents via the designated school system

#### 4.7 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct, set out below
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school staff promptly

## 5. Pupil code of conduct

Staff and pupils at Stubbin Wood School and Nursery are expected to behave in a manner that reflects the aims of the school.

Pupils are expected to:

- Learn what good behaviour means and looks like
- Learn appropriate behaviour in different settings
- Care for one another
- Learn to feel good about themselves
- Develop self confidence
- 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 (where this is an appropriate expectation)
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school Staff are expected to:
  - Provide pupils with a good role model
  - Promote pupils self esteem
  - Meet the needs of individuals
  - Provide a caring and effective learning environment
  - Develop positive relationships with parents and share approaches to support good behaviour
- Adopt a trauma-informed approach that considers the holistic needs and circumstances of a pupil Parents are expected to:
  - Be a good role model
  - Build positive relationships with staff to share information and discuss strategies to support good behaviour

## 6. Rewards and Sanctions

### 6.1 Rewards for Positive Behaviour

The staff at Stubbin Wood School believe that rewards are paramount to promote positive behaviour. Individual teachers will have to include in their classroom management a whole range of rewarding consequences that will meet the needs of a range of pupils. It is important that each class has its own clearly defined set of expectations, i.e. class rules appropriate to the teacher, age group and pupils within that class.

The different types of rewards given at Stubbin Wood School include:

- Smiles
- Verbal praise
- Demonstrative actions e.g. clapping
- Stickers, vouchers, earning of tokens
- Weekly rewards and certificates
- Celebration Assembly
- Privileges e.g. special outings
- The awarding of jobs, responsibilities and special privileges
- Letters, certificates, diary entries, and phone calls to inform parents
- Reward time/activities

### 6.2 Celebrating Positive Behaviour

At Stubbin Wood School & Nursery we encourage and celebrate the success of all of our pupils across all areas of their education and school life. We aim to ensure that achievement and personal effort is acknowledged and celebrated. Celebrating and

---

rewarding our pupils makes them a valued member of our school and motivated to achieve success. To further enhance this, all of our pupils and staff are organised into the following house teams:

- Rowan: Red
- Pine: Blue
- Oak: Green
- Hazel: Purple

Each week pupils attend a celebration assembly where those that have shown individual achievements during the week are rewarded with a personal certificate and a house point token for their house team. Throughout the year, these house points count towards house celebrations and activities for the winning house team; such as an Easter Egg Hunt, afternoon tea with the Principal and/or a games afternoon. Working towards these activities gives the pupils a sense of belonging within their team, motivates them to achieve, teaches them to support and celebrate each other and builds their confidence.

### 6.3 Whole class positive behaviours – Green and Red Choices

As a school we have adopted an individual class behaviour system which supports and highlights the choices pupils can and should make as part of managing their own behaviour. Depending on age and capabilities, some classes will have a chart which illustrates 'Red' and 'Green' choices, along with a 'Superstar' section and 'I am trying to make the right choice'. This section enables pupils to consider their 'bad choices' and move towards making the correct choices. This low-level monitoring of behaviour supports information in individual students' pen pictures and PSPs. Other groups will give instant feedback and a personalised reward for good choices.

### 6.4 Sanctions

At Stubbin Wood School, the response to undesirable behaviour will be measured and with consideration of the needs and cognitive understanding of pupils. Generally, the school will avoid sanctions as a form of punishment, opting instead to resolve situations and behaviours through de-escalation and natural consequences. As in 6.3, Pupils will always be given choices when presenting undesirable behaviour, with an option to resolve behavioural issues in an amicable way, whilst understanding the consequences of their actions.

Examples of natural consequences could include:

- Pupils understanding that they will have to catch-up learning time lost as a result of undesirable behaviour
- Pupils understanding that undesirable, challenging or dangerous behaviour may mean they will not be able to take part in future trips or offsite activities, if their behaviour poses a risk to themselves or others

The school does not seek to punish pupils by removing classroom responsibilities, rewards already earned, or by excluding pupils from future events and activities.

### 6.5 Suspensions

As a general rule the aim is always to keep pupils in school, however suspension may need to be considered for instances of serious challenging behaviour which may include:

- Intentional physical assault against a pupil or member of staff.



- Persistent and deliberate verbal abuse and intimidation including electronic messaging.
- Persistent disruptive behaviour.
- Persistent refusal to follow staff instructions.
- Deliberate damage / vandalism to property.
- Bringing banned items or substances into school
- Racist incidents.

Time for school to make appropriate provision to support a pupil's return (following a serious or repeated occurrence of challenging behaviour) e.g. Room adaptation, staffing, intervention reduction plans

Only the Principal, or in their absence the Vice Principal, may suspend or consider to suspend pupils from school. Local Authority guidance will always be followed. Each case for suspension will be considered in relation to an individual pupil's special educational needs and particular circumstances.

## 7. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence (also referred to as Harmful Sexual Behaviours or HSBs) are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how insignificant they feel it might be.

The school's response will be:

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

The school will respond to sexual harassment and violence in accordance with the general principles of this policy, taking into consideration the understanding and needs of alleged perpetrators. As a response, the school will consider:

- Further educational support for those demonstrating harmful sexual behaviours
- Timetable and/or group changes
- Changes to unstructured/social times
- Change of staff/face (if staff are the target of the behaviour)

In the most serious cases, suspensions may be used, in particular when a proven incident needs to be addressed further and may require the involvement of parents or the police.

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 use this behaviour statement alongside the school's child protection and safeguarding policy, which is published on the school website.

## 8. Off-site behaviour

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 or member of the public
- 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 the staff member (e.g. on a school-organised trip).

## 9. 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 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 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, 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 and our procedures for managing allegations against members of staff, for more information on responding to allegations of abuse against staff or other pupils.

## 10. Positive Behaviour Support

### 10.1 Behaviour and Attitudes Principles

All staff are committed to working in partnership with young people, their parents and/or carers, and other agencies to provide a positive learning environment that meets the pupils' needs, and enables them to become successful learners and responsible citizens. Whilst we speak of, and deal with behaviour issues, our work is to build highly effective, positive relationships that form the foundation for good teaching and learning. Key Principles:

- Staff promote positive behaviour and attitudes towards learning through the relationships we build with pupils and their parents and carers.
- The school adopts a trauma-informed approach, and practice is underpinned by staff's knowledge of pupil background and the associated traumas that pupils may have experienced.
- Positive relationships are underpinned by recognition, praise and reward. We concentrate on rewarding good behaviour and attitudes through our praise and reward systems, which are tailored to pupil needs. • We understand that students are not always 'ready to learn'. Accordingly, staff adopt strategies to make learning accessible for all students, supporting them to the point that they are ready to engage with learning activities.
- All staff are responsible for the promotion of positive behaviour and attitudes. This begins in the classroom; consistently good teaching and learning is a necessity for positive attitudes, and therein positive outcomes.
- Students should be allowed to make choices about learning and should be offered alternatives as a means to engage. Providing students with meaningful learning, even if it is not their current timetabled curriculum, is an inclusive approach to engagement.
- Following incidents of poor behaviour, we always offer students a fresh start in a nurturing and welcoming learning environment.
- We set high expectations for our students. We offer recognition, praise and reward for meaningful student achievement, both academic and pastoral. Whilst we are positive, we do not provide unnecessary praise that sets low expectations.
- Whilst behaviour practice may require staff to remove students from situations or settings, we have an inclusive approach to learning. Where possible, every effort will be made to integrate or return a student to the learning environment, whether that be their original learning space or an alternate. Best practice is the early recognition and de-escalation of

potentially challenging behaviour, through the use of risk assessments arousal charts and pastoral support plans.

- Staff and visitors never speak about young people in front of young people.
- There may be times that staff will be required to detail an event or concern as a matter of fact, and in a professional manner. However, staff will not make derogatory comments or share opinions about pupils with others, and are not judgemental. For example:
  - Staff will not share their views regarding a young person's appearance or hygiene, other than to raise a safeguarding concern
  - Staff will not share their *opinion* of a young person's attitude or behaviour
  - Staff will not make comments about a young person's ability or engagement that pre-judge or make assumptions
- Staff will avoid confrontation through their own positive practice. Staff will model positive communication across all forms of communication systems used by staff and pupils within the school. We will create a calm and supportive environment where:
  - Staff will not raise their voices or shout
  - Staff will not be sarcastic, will not mock or make fun of students
  - Staff will not call students names, or refer to them in an insulting way
  - Staff will not make comments about issues affecting students
  - Staff will not express how the child is making them feel
  - Staff will not demonstrate excitable or dangerous behaviour that can be mimicked
- We do not seek to actively punish students, neither do we operate a system of 'double punishment'. For example, where pupils are dualregistered, or spend part of their time in another school or provision, we are careful not to challenge pupils on individual behaviour incidents, where it may have already been resolved by the other setting.
- Suspensions may be used to support when a pupil exhibits challenging behaviour. For example, to remove young people from harmful or volatile experiences that allow pupils to 'restart' and 'refresh'. Suspensions are not used as a sanction or punishment.
- We will meet the basic needs of students and not allow those needs to become barriers to good behaviour and learning, being mindful of the varying needs of pupils. This may include, but is not limited to, access to food, water, toilets, and safe spaces for both learning and quiet reflection.

## 10.2 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. Stubbin Wood School is committed to providing a climate of warmth and support in which self-confidence and self-esteem can grow. All

pupils should feel valued and able to make mistakes as they learn, without fear of criticism. They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
  - Promote the pupil code of conduct or their own classroom rules
  - Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear structures/routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement
    - Being consistent and reliable
    - Providing security

### 10.3 Identifying pupil needs and triggers to misbehaviour

Pupils will have a pastoral support plan (PSP) which identifies any needs or triggers for individual pupils. The plan details the preventative and de-escalation strategies that are proven to work and/or support a child to avoid misbehaviour/escalating behaviour, or to help them de-escalate from a situation. Leaders will ensure that:

- All staff understand the application of PSPs within the school
- PSPs are fully communicated to those in direct contact with the pupil
- PSPs identify triggers and warning signs of the pupil's misbehaviour
- The plan includes positive behaviour support strategies to manage the behaviour without the use of sanction or intervention
- That parents/carers, staff and pupils (where appropriate) have been involved in drawing up the plan and are clear about the specific actions staff may need to take
- That the pupil's Special Educational Needs (SEN) and/or disability, have been fully considered. This will include seeking medical advice regarding how physical intervention could affect a pupil with disability or medical condition.

The PSP should be used in conjunction with this policy and the school's intervention policy.

### 10.4 Responding to undesirable behaviour

The response to undesirable behaviour made by staff should be reasonable and with regard to the needs of the pupil. Staff should use their knowledge of a pupil's needs and any personal support plans or risk assessments attributed to the pupil, when considering a response to undesirable behaviour. Consistency will always be applied, regardless of the student, in situations leading to a suspension.

Owing to the complex needs of pupils at Stubbin Wood School, most undesirable behaviour will be addressed through supportive interventions and de-escalation techniques, using natural consequences (as set out in 6.4) as a means of resolution.

Strategies that may be used to respond to undesirable behaviour:

- Keep calm and speak quietly
- Talk to the pupil about the behaviour and/or problem
- Verbal reassurance
- Time
- Give attention to other members of the group
- Planned ignoring
- Re-arrange seating or playing arrangements
- Divert attention, redirection or distraction
- Give a responsibility
- Change of task
- Remove from situation
- Audience removal
- 'Time out' from the lesson for a short period
- Remove the class from the area
- Choices
- Change of face
- Staff withdrawal
- Verbal direction
- Request behaviour support
- Bespoke timetabling
- Use of a calming or safe room/space
- Seclusion (absolute last resort – likely to result in consideration of whether or not this is an appropriate placement)

## 10.5 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.

## 10.6 Physical Touch

Physical touch is an essential part of human relationships. As such, 'no touch' policies are questionable, and could be classed as 'acts of omission'. At Stubbin Wood School touch is used to prompt, to give reassurance or to provide support, but this must be used sensitively and appropriately, in line with our safeguarding protocols and the unique needs, characteristics and preferences of the individual. Some pupils may find physical touch unwelcome, and this right must be respected. Such sensitivity may arise from factors such as: the young person's cultural background, individual and sensory needs, personal history, and age.

## 10.7 Physical Intervention

Restrictive physical intervention is used as a last resort at Stubbin Wood School. On occasion, it may be necessary to use such force as is reasonable in the following circumstances:

- To prevent a pupil injuring themselves or others, (e.g. rough play, stopping a young person from running towards traffic)
- To prevent a young person causing serious damage to property, where the damage may result in injury to the pupil or others
- To prevent a pupil/young person committing an offence (or for any pupil/young person under the age of criminal responsibility, what would be considered an offence for an older pupil/young person)
- In an emergency situation that required a student to be quickly moved or relocated (for example, a student refusing to leave a building during a fire alarm/evacuation)

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible, in line with the [CPI Safety Intervention](#) principles, staff training and the Physical Intervention Policy
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded as set out in the Physical Intervention Policy and reported to parents
- Be in the best interest of the individual when there is no other option

For more information on Physical Intervention, refer to the Physical Intervention Policy.

### 10.8 Recording behaviour incidents

Behaviour incidents will be recorded using the school's internal incident forms which will be forwarded to key stage leaders on completion. Staff will record the level of intensity, the triggers and cues, the nature of the behaviour and the subsequent actions of staff.

The following behavioural issues will always be recorded:

- Racist incidents
- Bullying, including cyber-bullying and all forms of intimidation using electronic devices
- Deliberate damage
- Abusive language towards staff and other pupils
- Intentional physical assault against a pupil or member of staff Harmful sexual behaviours will be recorded on MyConcern.

### 10.9 Use of calming rooms/safe spaces

A calming room may be used as a safe space to allow pupils to develop self-regulation skills and calm themselves when in crisis, in an environment that is sensory-controlled and where they are not putting themselves or others at risk. They are only used in the pupil's best interest and never as a punishment for negative behaviour. In some individual cases, pupils have access to personal calming and/or safe spaces.

A pupil might choose to go into a calming space on their own or after a prompt from a member of staff. However, the need may arise for staff to escort the student into the room using physical interventions.

The use of the calming room should always be written into the pupil PSP which is agreed with the pupil (if appropriate), and with parents/carers. Pupils in the room will be monitored at all times, given reassurance and support to calm.

Calming and safe spaces are used at the discretion of the pupil and pupils may freely leave the space.

### 10.10 Use of seclusion

Seclusion can be used in an emergency should the need arise. Seclusion is defined as:

'The supervised confinement and isolation of a person, away from other users of services, in an area from which the person is prevented from leaving.' - Department of Health, Para 87 P and P 2014

Schools may adopt a policy which allows disruptive pupils to be placed in an area away from other pupils for a limited period and only in exceptional circumstances.

If a pupil's behaviour deteriorates and is deemed to be a risk to themselves, their peers or school staff, it may be necessary for a short period of time to direct a student towards an isolation room to prevent injury or damage/harm. At such a time, staff will supervise the student closely. As soon as the student has calmed and will co-operate, they will be taken back to their classroom and reintegrated to the class.

Where seclusion has been used, parents should be informed and a risk assessment should be carried out. Repeated incidents that require seclusion, will result in the school considering the suitability of the young person's placement.

### 10.11 Bespoke timetabling

Occasionally a student may require a very specific pastoral support plan that requires a period of being taught separately from their peers. The purpose of this is not to punish the pupil but to support them to be re-integrated with their peer group. In such cases a very specific, personalised, phased plan is drawn up with the team around the student and the behaviour support team. The phased plan moves the student forward towards re-integration at a pace they can cope with. The plan is person centred, in the best interest of the individual, and is progressive.

### 10.12 Screening, Protective Searching and Confiscating

The school staff can search any pupil for any item if the pupil agrees.

The Principal and/or authorised staff have the statutory power to search pupils or their possessions without consent, where reasonable grounds for suspicion that the pupil may have a prohibited or banned item or substance.

School staff can confiscate any prohibited item or substance found as a result of a search. They can also confiscate items that they consider harmful to the good running or safety of the school and pupils.

Where a Protective Search has occurred staff will complete the Protective Search log.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

## 11. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.



The school's special educational needs co-ordinator will 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.

## 12. Pupil Transition

To ensure a smooth transition to the next year, pupils will have transition sessions with their new teacher(s). In addition, staff members will hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

## 13. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process and through regular, ongoing CPD. Behaviour management will also form part of continuing professional development.

## 14. Behaviour in school during COVID-19

Our schools have a range of measures in place to help pupils to understand the importance of the protective measures in place linked to the pandemic. Rules and routines have been put in place during the Covid-19 Pandemic to support this.

Students will be taught about the potential implications of ignoring expectations in relation to COVID-19. Any pupil who commits serious or persistent breaches of the new COVID-19 protection rules may be sanctioned by the Principal using the full range of sanctions available, dependent on the seriousness of the breach up to and including, in extreme cases, permanent exclusion.

All schools will follow latest government guidance on keeping pupils and staff safe. Additional protective measures will be placed in our schools to include:

- Hand washing and hand hygiene
- 'Social bubbles'
- One way systems
- Routines for breaks and lunchtimes
- Social distancing
- Ventilation
- Following 'Catch it, Bin it, Kill it'
- Lesson planning and teaching to frequently address the need for hand washing and respiratory hygiene

#### 14.1 Malicious Behaviour

Where a student purposefully spits or coughs in the direction of others, the Trust will take immediate action. Through assemblies and setting out expectations, students will be supported to become fully aware that this behaviour will not be tolerated in school.

Students who knowingly engage in this behaviour will be immediately isolated and parents will be contacted to remove them from the school building. Re-admittance of the offending student will be at the Principal's and Chief Executive Officer's discretion after a suspension.

### 15. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and the LGB annually. At each review, the policy will be approved by the Principal. The Trust Champion will support the school to review the policy and offer advice on the latest guidance.