



Inspiring All to Excellence



Heathfield Infant and Wilnecote Junior

Heathfield and Wilnecote Behaviour policy.

Document and Version Control

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Aims

Our aim at Heathfield Infant and Wilnecote Junior is to:

We recognise that behaviour is intrinsically linked to emotional well-being and so we actively teach children how to understand their emotions and strategies to manage them effectively.

British values are woven into the curriculum and are also promoted through our Pupil Council. Our values of PRIDE are promoted in all aspects of academy life. (Perseverance, Respect, Inquisitiveness, Determination, Enthusiasm)

- › create a positive culture that promotes excellent behaviour, ensuring 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 virtues and 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
- › Our expectations must be pitched at an age-appropriate level
- › We guide pupils on what to do, rather than focusing on what *not* to do
- › We give logical consequences and consistently follow them through

Legislation 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](#).
- › 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

Definitions

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude

Serious misbehaviour is defined as:

- › repeated breaches of the school rules
- › any form of bullying
- › vandalism
- › theft
- › fighting
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of prohibited items. These include but are not limited to:
 - > knives or weapons
 - > alcohol
 - > illegal drugs
 - > stolen items
 - > tobacco items
 - > vapes
 - > fireworks
 - > indecent images - print or electronic
 - > 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)

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

Please refer to our full Anti-Bullying Policy

At Heathfield and Wilnecote we teach Pride:

P	Perseverance	Just keep going, even when things get tough.
R	Respect	Treat others how you want to be treated.
I	Inquisitiveness	Being interested in things around us.
D	Determination	Do my best and work to a goal
E	Enthusiasm	Give it your all

Roles and Responsibilities

The Governing Board

- The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation

The Senior Leadership Team

- 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

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

Teachers and Staff

- Creating a calm and safe environment for pupils, carrying out consequences of behaviour linked to the actions
- 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
- › Challenging pupils to meet the school’s expectations.

There is a balance between **challenge** and **support**:

Challenge	Support
set limits	nurture
set boundaries	encourage
have expectations	be compassionate
have discipline	have empathy
have consequences	listen
have sanctions	love

Parents and Carers

- › Getting to know the school’s behaviour policy and reinforcing it at home where appropriate
- › Supporting their child in adhering to the school’s behaviour policy
- › Informing the school of any changes in circumstances that may affect their child’s behaviour
- › Discussing any behavioural concerns with the class teacher promptly and working collaboratively to support child
- › Taking part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raising any relevant concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Taking part in the life of the school and its culture

Pupils

- › Learning the expected standard of behaviour to be displaying at school
- › Knowing they have a duty to follow the behaviour policy
- › Learning our school’s key rules and routines
- › Understanding and accepting the consequences for all behaviour
- › Learning what it means to be a ‘Heathfields/Wilnecote’ learner

- Using the pastoral support available to them to help them meet the behavioural expectations

Heathfields and Wilnecote Primary Academy Behaviour Curriculum

Belonging

- All pupils belong to the Heathfield/Wilnecote family
- School builds a positive spiritual, moral, social, and cultural environment
- We provide a safe, well-designed, cared for physical environment
- Our culture is based on P.R.I.D.E

- Our practice is **collaborative**, **restorative**, and **relational**

Pupils' Mobile Phones

Please refer to the Fierté Multi-Academy Trust Mobile Device and Camera Policy

We adhere to the above policy and therefore do not allow children to use mobile phones while they are at school (*unless authorised by the Executive Headteacher*). The Trust policy is that children who bring mobile phones or any form of electronic communication devices into school should hand them into the class teacher at the start of the school day and collect them at the end of the school day.

Responding to Behaviour

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
- Where appropriate display the behaviour curriculum, school rules, and classroom rules/charter
- Develop a positive relationship with pupils, which can include:
 - greeting pupils in the morning/at the start of lessons
 - establishing clear routines
 - communicating expectations of behaviour in ways other than verbally
 - highlighting and promoting good behaviour (Praise In Public)
 - concluding the day positively and starting the next day afresh
 - having a plan for dealing with low-level disruption
 - using positive reinforcement

Safeguarding

At Heathfield Infant and Wilnecote Junior academy, we recognise 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 child Protection and Safeguarding policy for more information.

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.

Reach for the Stars

Reach for the Stars		
		<ul style="list-style-type: none"> • Pupils move to Star when they have gone over & above our high expectations and have <u>excelled</u> – <i>this will mean different things to different pupils at different times</i> – but will reflect the virtues and values of the school • One pupil per class per week is awarded star of the week • One class per class per week is given an award for most stars collected • Any pupil achieving pink receives one 'marvelous me' for the day and a raffle ticket (this cannot be removed) • At the end of every half term raffle is drawn and 'star of the term' certificate given- you have to be in it to win it!
		<ul style="list-style-type: none"> • Pupils move to Moon when they show intellectual, moral, civic, and performance virtues in lessons and in general school life
		<ul style="list-style-type: none"> • All pupils begin the day on Earth because they are ready, respectful, and responsible • Good relationships, responses, and routines underpin these expectations • Behaviour is taught (<i>see prevention in the next section</i>)

Rewards also include:

- > Verbal praise (PIP = praise in public)
- > Actively choose a child a week to communicate praise to parents in person, by phone or message
- > Star of the Week, star of the term
- > Stickers
- > Marvelous me
- > Attendance awards

- TT Rockstars etc.

Responding to Misbehaviour

When a pupil's behaviour falls below the standard inside the classroom or outside, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

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

Outside the classroom (playground/yard) any behaviour that falls short of the expected Heathfield and Wilnecote way will have a consequence that support the action.

De-escalation techniques are used to 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 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.

Consequences

Consequences are **feedback** to pupils on how well they have behaved, or otherwise

- Norms, routines, and well-taught behaviours are not enough for everyone
- To generate intrinsic motivation, we often need extrinsic stimuli, e.g., consequences
- Consequences teach us that our actions matter
- We use consequences to:
 - **encourage** (attach a reward to a desired behaviour – a marvelous me for example)
 - **discourage** (attaching a sanction to the action to deter future misbehaviour)

Routine Sanctions

Sanctions aim to **deter**. They can include (*but are not limited to*) the following:

- A verbal reprimand (in private) and a reminder of the expectations of behaviour
- Sending the pupil elsewhere within the classroom to work
- Sending the pupil to another classroom to complete their work
- Sending the pupil out of the class for time out to reflect – *use of reflection tasks or sheets*
- Expecting work to be completed at home, or at break or lunchtime
- *Detention* at break or lunchtime
- Loss of privileges – for instance, the loss of a responsibility
- School-based community service
- Referring the pupil to a senior member of staff
- Letter, phone call home, meeting with parents

➤ Agreeing a behaviour plan a specific target

**Heathfield Infant and Wilnecote Junior
Academy Behaviour Pathway**

Prevention – the Heathfields and Wilnecote way



Teachers will create the conditions and the climate for learning in the classroom by:

- > providing a positive classrooms climate and culture to promote learning and respect – e.g., meeting & greeting
- > reminding pupils of the boundaries before they set off on each task
- > recognising the behaviour you want immediately, then deliberately and persistently search for positive behaviour to acknowledge

- > *planning for, and carefully catering for, the needs of all children - providing resources to ensure pupils are supported to access learning*
- > *making sure the last thing pupils hear is the positive affirmation of all the good things from the lesson*
- > *Following our “Reach for the Stars” process Praise in Public,*

Defusing

- Take-up time
- Face saving(private- avoid embarrassment)
- Task correction
- Reinforce norms
- Keep vocabulary simple
- Give take-up time
- Reinforce with non-verbal cues
- Set clear, exemplified sequences of conduct
- Conditional language ‘We can talk, but first I need you to put the scissors down’

Stage 1: Correction



- > Use non-verbal cues to acknowledge any negative behaviour – be proactive and defuse it. Give pupils with the opportunity to ‘make the right choice’ and re-engage in learning.
- > Clarify expectations to the child, provide simplified choices and have any conversations in private regarding any potentially escalating behaviour.
- > Reinstate or remind pupils of the expectations by providing positive examples.
- > **Pupil’s peg may quietly and temporarily be removed from the recognition board**

Assessing

- Assess the context – what do I need to know here?
- Am I the right person?
- What is my objective here?
- Try not to wade in too quickly
- Take a breath
- Look for cues (e.g., fists clenching, tears, volume)
- **Summon help if necessary**

Stage 2: Escalation



- > A rule has been broken, a direct instruction has been a more formal approach and greater use of support is needed.
- > *Follow the **behaviour pathway** to removal if the behaviour is persistent and the pupil is repeatedly not ‘making the right choice’.*
- > Set clear limits and offer choices in a calm, warm, assertive tone.
- > The behaviour is the issue, not the child. Use emotion coach training.
- > **Summon help if necessary Use time out if necessary**
- > **Pupil’s behaviour is logged-peg removed (my concern as a green) – issue, action, consequences**

Stage 3: Further escalation

As above but reflection has not led to name being returned due to consistent poor choices.
Child is sent to a different class in the same year group-work to be taken (reasonable consideration to ECT/new staff)
Once deemed as reflective and ready child will return to class teacher for restorative conversation

If behavior continues to escalate send to paired year group. Reception-year 1, Year 1- year 2, Year 2- Reception, Year 3- Year 4, Year 4-Year5, Year5-year 6, Year 6-year 3 (See restorative script)
Teacher informs parents behaviour is logged-name removed (my concern as a green) – issue, action, consequences
SLT may ask for different logging or report card to be used- target specific and reviewed regularly

De-escalating	<ul style="list-style-type: none"> • Approach calmly, use a low, consistent voice • Ask what is happening • Be clear about what you need to do • Reassure that you are there to help the pupil • Demonstrate empathy 	<ul style="list-style-type: none"> • Control your own emotions • Be aware of your own body language • Remove the “audience” • If a danger to themselves or others, careful use of restraint
 Stage 4: Removal		
	<ul style="list-style-type: none"> > Actions may be premeditated and deliberate > Chances have not been used, choices have been repeatedly negative > <i>Reasonable adjustments are made without impact</i> > See definition of serious misbehaviour <u>Senior Leadership Team involvement</u> > <u>In-person meeting with parents</u> 	
Resolving	<ul style="list-style-type: none"> • Emotions subside – ‘name it to tame it’ • Be honest about what needs to happen next • Clear, sequential directions • Positive reinforcement • Be assertive, not aggressive 	<ul style="list-style-type: none"> • Calm voice • Fewer participants (if safe) • Remove to safe space to calm down by themselves
	Reset <p>The personal circumstances of a pupil will always 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</p>	

Early Years behaviour:

The policy will be complimented using colour monster to support emotions and explore emotions. Over the year the pupils will be introduced to the reach for the stars model as and when they can understand it. A child will have reflection time with a safe adult if they are not keeping themselves or others around them safe, this restorative conversation will link directly to their PSED needs and consider carefully next steps.

The inclusion team will be contacted for support if pupils' behaviour is becoming consistently difficult.

Suspensions and Permanent Exclusion

Please refer to the Exclusion Policy

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. Reasonable force is used as a last resort to safeguard children. Reasonable force maybe used in the following circumstances, to prevent a pupil from:

- › 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 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.

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 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 (*this includes mobile phones under the mobile phone policy*). These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a Pupil

Headteachers and staff they authorise have a statutory power to search a pupil's possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed on page 4) or any other item that the school rules identify as an item which may be searched for. *Please refer to the appendices which include a summary of the latest DfE guidance.*

Screening

Heathfields and Wilnecote does not screen pupils on entry to school.

Misbehaviour Off-Site

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).

School detentions may be enforced following the event at the discretion of SLT.

Misbehaviour Online

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

- › It poses a threat or causes harm to another pupil or member of staff
- › 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.

Suspected Criminal Behaviour

The age of criminal responsibility in England and Wales is 10 years old. A child under 10 cannot be arrested or charged with a crime.

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 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.

Serious Sanctions

Detentions

Teacher or Teaching Assistants can issue short-term *detentions* at break or lunch.

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

Teachers must consult with Senior Leaders if consecutive detentions are given.

The pupil's parents will be informed.

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

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 (Stage 4).

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 (stages 1-3) 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 the Behaviour Leader / Senior Members of Staff and should be returned as soon as possible and no later than the next day.

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:

- › Meetings with pastoral support
- › Use of teaching assistants
- › Short-term behaviour report cards
- › Longer-term behaviour plans
- › Pupil support units
- › 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 in the behaviour log.

Suspensions and Permanent Exclusion

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.

Please refer to the Heathfield and Wilnecote Academy Exclusion Policy.

Responding to Misbehaviour from Pupils with SEND

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.

At Heathfields and Wilnecote we try to anticipate and remove triggers for misbehaviour using reasonable adjustments, such as:

- > Short, planned movement breaks for a pupil with SEND who finds sitting still too long difficult
- > Adjusting seating plans to allow pupils with visual or auditory impairment to sit in sight of the teacher, the board, or key resources
- > Adjusting uniform requirements for a pupil with sensory issues or severe eczema
- > Training all staff to understand conditions such as autism
- > Use of 'safe spaces' (regulation zones) where pupils can regulate their emotions during sensory overload

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?

Where advised by SENco/SLT adaptations to the behaviour plans/records may be required.

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

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.

Considering Whether a Pupil Displaying Behaviour May Have Unidentified SEND

The school's special educational needs co-ordinators (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 parents, 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.

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 all with constant consultation with parents.

[Staffordshire Education, Health, and Care Hub](#)

Supporting All Pupils Following a Sanction

Resolve and Reset

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. These can include:

- > Reintegration meetings
- > regular contact with SLT
- > Short-term report cards
- > Personalised behaviour plans
- > Support from external agencies

Transition

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.

Preparing Outgoing Pupils

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. All pupils need a fresh and start and outlook and this may be bespoke to SEN children.

Heightened transition when moving key stage (EYFS to Keystage 1, Key stage 1 to key stage 2 and key stage 2 to key stage 3)

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.

Training

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

- > Emotion coaching Heathfield and Wilnecote's rules, rituals,
- > and expectations
- > Our Behaviour Management approach
- > How SEND and mental health impact behaviour
- > The specific needs of pupils at school
- > Agency supporting specific SEN
De-escalation techniques

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 confiscation and searches
- > 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 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.

At Heathfield and Wilnecote, misbehaviour is recorded on My concern and analysed weekly by the Inclusion team and Senior Leadership Team.

Serious misbehaviour is recorded on MyConcern™ Safeguarding Software and analysed weekly by the Inclusion team and Senior Leadership Team.

Half-termly summaries are produced. The SLT provides the governing board with termly reports, including headline behaviour data.

Monitoring this Policy

This behaviour policy will be reviewed by the Headteacher and Local Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (*as detailed above*). At each review, the policy will be approved by the board.

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

If they still refuse to co-operate, the member of staff will contact the headteacher to try and determine why the pupil is refusing to comply.

In 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.

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*

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

- > *Desks*
- > *Lockers*
- > *Bags*

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed on page 4) 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.