Amherst School (Academy) Trust

Managing Absence and Ill Health Policy and Procedures

Policy Title	**Behaviour Policy**

Policy Reference	
Function	For information and guidance
Status	Statutory
Audience	Governors, Headteacher, Teachers and Support Staff.
Ownership / Implementation	The Headteacher and the Governing Body have overall responsibility for ensuring that this policy is implemented.
Staff member responsible	Andrew Reid
Review Frequency	Annually
Date Approved by Governing Body	Responsibility delegated to Staff & Pupil Welfare committee.
Approved by Staff & Pupil Welfare Committee	8th October 2026 at a combined T&L and S&PW meeting.
Date for Review	October 2027

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Rationale

The happiness and well-being of all our pupils underpins all that we do at Amherst. We believe everyone has the right to learn, the right to respect and the right to feel safe. In doing this our core Amherst values of: **Kindness, Trust, Politeness, Cooperation, Determination and Fairness** run through the centre of our school teaching and learning. We know that wellbeing and behaviour are inextricably linked and that when children are happy and feel safe, listened to and respected, then their well-being is high and they make progress with their learning. We recognise that behaviour is a form of communication and all staff will take responsibility for being curious about the needs a pupil is expressing through their behaviour, whilst continuing to set clear boundaries and having high expectations of all our pupils. Therefore, we believe that positive relationships should underpin everything that we do.

Legislation and Statutory Guidance:

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

Objectives

First and foremost, our school values underpin our approach to behaviour.

Our school vision states that we aim to 'Inspire Every Pupil'. In order to achieve this, excellent standards of behaviour, principles and moral standards are needed throughout the school to help provide the culture and environment that will allow all our pupils to thrive and respect the ethos of our school.

The school is committed to ensuring the school environment provides all pupils and staff with access to learning and positive well-being through an established sense of community cohesion, cooperation and mutual respect. The school strives to develop a calm, trusting, supportive and caring environment that bases its practice upon a shared understanding of others. The school is dedicated to ensuring inclusion occurs, where all children should be treated equally and taught key skills in:

How to maintain positive relationships with others
How to lead a happy life
Understanding and regulating their emotions
Understanding that positive learning behaviour allows them to make academic progress

We understand that behaviour is a form of communication. Every adult in the school will champion each and every pupil to promote positive outcomes. Our adults recognise that some pupils require additional support to help them with positive learning behaviour and they may have personalised targets on an individual behaviour plan, working towards the same behavioural expectations as their peers.

Our Approach

Promoting positive behaviour within our school is the shared responsibility of all stakeholders (pupils, staff, parents and governors) to create a sense of community and shared values. The school believes that consistent implementation helps to create a predictable environment.

Throughout our school curriculum, behaviour and values will be explicitly taught to all pupils so they understand what behaviour is expected and encouraged in order to secure excellent standards of behaviour. This will take place in lessons and assembly times. Being taught excellent learning behaviour is vital if pupils are to succeed. This will encourage self-discipline and teach pupils respect for themselves, for other people and for property. Positive reinforcement and sanctions are both important and necessary to support our whole-school culture.

Our relational approach is promoted through the following principles:

- Setting a whole school approach to **consistent, predictable and high expectations of behaviour throughout the school** that is applied equally to all pupils with parental support and involvement
- Creating a **positive culture** that promotes **excellent behaviour**, ensuring all pupils have the opportunity to learn in a calm, safe and supportive environment
- Fostering positive caring attitudes where everyone's achievements are acknowledged and valued equally
- Recognising that behaviour is an **unmet need** and **separating the pupil from their behaviour**
- Understanding that each developmental stage has a range of typical behaviours which provide opportunities for adults to **role-model** and **explicitly** teach behaviour and guide pupils to make appropriate choices
- Supporting all pupils in understanding and **accepting their responsibility** for their own actions and the impact they are having on themselves and others,
- **Promoting a solution-focused approach** to changing future behaviour through **restorative practices**
- Concluding behavioural incidents with a **restorative conversation**, focusing on the **repair** part of the cycle to ensure positive relationships with peers and staff are maintained
- Collaborative working across teams within the school to accurately assess and understand individual needs and thus understand the *whole* child.
- Learning **self-regulation skills** through our zones of regulation to improve behaviour and recognise that learning new behaviour is a skill like learning to read and write
- Supporting pupils to **effectively communicate** enables them to self-regulate, build resilience and behave positively.
- Knowing good behaviour and **self-discipline** have strong links to effective learning and are vital skills for pupils to carry with them both during and after their school years.
- Outlining the expectations and consequences of poor behaviour choices with rewards and sanctions
- Defining what we consider to be unacceptable behaviour including bullying and discrimination
- Summarising the **roles and responsibilities** of different people in the school community with regards to behaviour management.

Positive Mental Health and Wellbeing

We have created our own PHSE scheme of work based around our school values. We progressively teach our pupils strategies to support wellbeing and happiness, whilst also teaching expected behaviours, respect and empathy. Through these lessons and our assemblies, we aim to teach and support the pupils with the skills they need to manage their own emotions and support their own mental health and well-being. By focusing on a value each term, it encourages pupils to develop a deeper understanding of their individual and shared responsibility towards the ethos of our school. Other aspects which contribute towards a positive atmosphere in school include:

- The mutual respect for adults, children, the school and property of others,
- The wearing of correct school uniform,
- Positive attitudes towards learning and pride in the presentation of work.

Our commitment of staff towards providing extra-curricular activities offers further opportunities to support pupil's mental health and well-being. For pupils who require further support regarding their mental health and wellbeing, the school makes use of further strategies such as: Drawing and Talking (lead by trained staff), school counsellor, ELSA, social stories, Social Communication Groups and behaviour support plans/ a range of alternative spaces for children at playtimes (Jubilee Building Cabin and The Library).

Roles and Responsibilities.

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

It will be reviewed annually or more frequently if needed. At each review it will be agreed by the Staff and Pupil Welfare Committee.

The Headteacher

The Headteacher is responsible for reviewing this policy in conjunction with the governing body. The Headteacher will also approve this policy.

The Headteacher and Senior Leadership Team will ensure that:

- The school environment encourages positive behaviour.
- Staff deal effectively with poor behaviour.
- Monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- Appropriate training in behaviour management has taken place for all staff.

Provide new staff with a clear induction into the school's behavioural attitude.

The school leadership team will be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

The Role of School Staff

The leadership of behaviour requires **consistency** in both standards that the adults expect from the pupils and the standards that adults' model themselves. There are key behaviours needed from staff to ensure that our whole school approach to behaviour can be implemented effectively. These behaviours are to:

- Implement the behaviour policy consistently to create a calm and safe environment for all pupils.
- Communicate the school's expectations, routines, values, and standards.
- Foster and promote good relationships and a sense of belonging to the school community.
- Establish and maintain firm boundaries of acceptable behaviour by encouraging, praising and positively reinforcing good relationships.
- Be consistent and calm at all times.
- **Positive framing**: (praising positive behaviours the majority of pupils are displaying with the aim of encouraging others. E.g well done to everyone sitting quietly with their arms folded).
- Using **shared language** consistently (e.g At Amherst we all follow the school's values and show each other kindness by …….) as non-negotiable rules.
- Equality of adult authority (all adults have equal authority in school).
- Modelling expected behaviour and positive relationships, using calm, polite and open body language.
- **Praising effort** rather than the outcome to reward the process of learning.
- Analyse don't personalise (e.g I can see you are feeling angry, why are you feeling like this…?).

- **Positive language** choices (telling pupil how to do something correctly rather than what they have done wrong).
- Relentless **routines taught** and practiced (constantly lining up quietly until it is achieved).
- Provide a personalised approach to specific behavioural needs of specific pupils.
- Believing that every pupil has the ability to make excellent progress.
- Following up incidents every time to encourage ownership and accountability with **restorative dialogue** between pupils to repair relationships with peers or adults.
- Record serious behavioural incidents promptly on EduKey.

All staff should challenge pupils to meet the school's high expectations for behaviour and maintain the boundaries of acceptable conduct. All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with a pupil.

The Senior Leadership Team (SLT) will support staff in responding to behavioural incidents.

Parents and Carers

The role of parents and carers is crucial in helping our school develop and maintain good behaviour. To support the school, parents are encouraged to take part in the life of the school and its culture. Our Home School Agreement sets out how the parents/ carers and school can work together in this process. There should be open communication between a pupil's class teacher and the parents/ carers throughout the whole year. Parents/ carers are aware they will be contacted if a behavioural problem arises. Therefore, discussions at Parents Consultations should be about behaviours already known to the parent.

Specific ways that parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and pupils.
- By discussing the school rules with their child, emphasising their support of them and reinforcing it at home where appropriate.
- By signing the Home School Agreement which outlines the responsibilities of the school, pupils and parents/ carers.
- Attending Parents' Evening, parents functions and developing informal contacts with the school.
- By knowing that learning and teaching cannot take place without strong behaviour.
- By remembering that staff deal with behaviour problems patiently and positively.
- By informing school of any changes in circumstances that may affect their child's behaviour.
- Discussing any behavioural concerns with the class teacher promptly.
- Taking part in any pastoral work following a misbehaviour (for example attending review meetings of specific behaviour interventions).
- Supporting their child to be successful if they have a personal behaviour support plan (BSP).
- Raising any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.

Pupils

All pupils deserve to learn in an environment that is calm, safe and supportive. To achieve this all pupils will be explicitly taught the school behaviour standards, expectations, pastoral support and consequences through our behaviour curriculum and assemblies. All pupils will be expected to:

- Have a duty to follow the behaviour policy
- Contribute towards the school's culture
- Follow the school's key rules and routines as set out in the Behaviour Curriculum
- Behave well, show self-discipline and respect, both in school and in the wider community

- Model good behaviour, especially those with extra responsibilities such as house captains, buddies, school council and prefects,
- Understand they can earn for rewards for demonstrating the excellent standards of behaviour and the consequences they will face if they do not meet the expectations
- Understand pastoral support is available to them to help them meet the behavioural expectations

Pupils will be supported at all times to meet the behaviour expectations of Amherst School and to develop an understanding of the school's culture and ethos.

Promoting Good Behaviour

Children and adults thrive on praise. Positive praise and positive encouragement are to be used to promote correct behaviours and raise self-esteem. At Amherst we understand that behaviours that challenge are a form of communication and expression of an unmet need. We believe that meeting the emotional safety of a pupil, first and foremost, is foundational to changing such behaviours and helping that pupil to feel safe and secure, whilst at school, is essential in bringing about change.

The frequent use of praise is the quickest and most effective route to promoting a positive atmosphere in school and pupils should be praised regularly for: following instructions, making good choices, being polite, having good attitudes to learning and trying hard.

All staff should:

- Praise frequently
- Make praise genuine and sincere
- Praise effort over achievement

The Amherst School Behaviour Curriculum

At Amherst we will develop our pupil's character through our behaviour curriculum. We will define these behaviours and habits that we wish the pupils to demonstrate. We will explicitly teach these behaviours so that they become habits that positively shape how the pupils feel about themselves and others. We appreciate that behaviours differ based on age and developmental stage and will support the pupils to understand these.

Our behaviour curriculum will be explicitly taught in the first weeks of the Autumn Term and revisited at the start of each term. It will continue to be reinforced throughout the year during our Circle Time sessions and when class teachers deem it necessary. Teachers will explicitly remind pupils of expected standards of behaviour at playtimes and lunchtimes. Teachers will demonstrate these behaviours and ensure the pupils have regular opportunities to practice these (particularly in the first few weeks of each new term)

We also use the **Zones of Regulation** to enable pupils to recognise when their behaviour or emotions may need regulating. The Zones of Regulation is a systemic, cognitive behaviour approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete -coloured zones.

This approach teaches the pupils to become more aware of and independent in controlling their emotions, impulses, sensory needs and improve their ability to solve conflicts. Pupils will learn about more calming techniques, cognitive strategies and sensory supports so that they will develop a tool box of methods to move between the zones. In learning about the zones of regulation, pupils also learn:

- How to read other's facial expressions and recognise a broader range of emotions
- Perspective about how others see and react to their behaviour
- Insight into events that trigger their less regulated states
- When and how to use tools and problem-solving skills.

Pupils will have access to sensory activities in their classrooms (Nurture Nooks) if required to regulate themselves and return to the green zone (a calm and focused state).

All Amherst Pupils are expected to:

- Behave in an orderly and self- controlled way
- Show respect for members of staff and each other
- Show respect for school property and buildings
- In class, make it possible for all pupils to learn
- Move quietly with no running inside the building
- Wear the correct school uniform at all times
- Be respectful and display good manners in the lunch hall
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school, representing the school and online.

The Six Amherst Values and Rules:

Trust	We will act responsibly and honestly to earn the trust of each other at Amherst School.
Kindness	We will treat everybody and everything with care and respect at Amherst School.
Determination	We will work hard to do our best even when things are difficult.
Politeness	We will be well-mannered and courteous towards everyone at Amherst School.
Fairness	We will treat everyone as our equal (s) at Amherst School.
Cooperation	We will all work together to include each other as a team at Amherst School.

Our Blue Print Behaviour Curriculum

At Amherst everyone tries their best to follow our school values and make our school a happy place for everyone to learn and feel valued and respected. (This will be displayed in all classrooms and used to explicitly teach from)

Trust	• Come into the classroom promptly and in a quiet and orderly manner • To use locker areas sensibly and in small groups • To give your attention in lessons and be ready to learn • Try your hardest in every lesson • To follow instructions given by any adult in the school • Not to be in the classroom without an adult present • To respond immediately to the playtime bell and walk calmly back to your lines • To follow the end of break time routines • To walk in corridors • To be quiet in the library • To know and follow fire safety procedures • To have the necessary equipment organised and ready for lessons • Make sure your desk is tidy and ready for learning
Kindness	• Keep hands and feet to yourself • To be kind to all adults and children • Use appropriate language (do not swear) • To never hit anyone because you are angry or they have annoyed you • Avoid play fighting or rough play

	• Never use racist language or other offensive language (sexist, homophobic) • Respect school property, property of others and the environment around us • Be a good talk partner by actively listening to others
Determination	• Be resilient and have a positive mindset • Learn from your mistakes • Give your very best in each lesson • Choose a level of challenge that pushes your learning further • To not get cross when things do not go your way
Politeness	• Be polite to all adults and children • Hold doors open for others • Let adults through a door way before walking through yourself • Say please and thank you at the correct times • Not answering back to adults • Show gratitude to others by saying thank you for what they have done for you • Wait your turn to speak • Be involved in respectful/ class discussions • Ask others questions such as ' how are you today?..' • Eat with good manners in the dining hall (mouth closed, not shouting)
Fairness	• Celebrate differences • Wear the correct school uniform and PE kit at all times • Put mobile phones in the school office • Be honest and show integrity • Laugh with others and not at them • Follow the rules of a game and do not cheat • Take part in PE lessons with a good sporting attitude • Complete homework on time • Play football and ball games in the designated areas
Cooperation	• To work in your classroom as directed by your teacher • All water bottles will be kept in designated place in classroom • Children are reminded to go to the toilet and refill water bottles at break and lunchtimes • Be good winners and good losers • Play team games properly and give encouragement to others • Celebrate with modesty and be proud of others' achievements • Do things for others because it feels good • Help keep the school environment tidy • Accept sanctions when given

We expect pupils to treat staff with courtesy and cooperation and to adhere to these at all times of the day, whether they are in class, at break or lunch, in assembly or walking around school, at breakfast or afterschool club, at extra-curricular clubs or off-site representing the school. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations.

Mobile Phones

At Amherst we are a Smart Phone free school. Pupils, who require a mobile phone to walk to and from school, must bring a non-smart phone to school and hand it in to the school office at the start of the day and collect it at the end of the day.

Exceptions to the smart phone rules may be permitted, e.g. for medical reasons

Responding to Good Behaviour

The school recognises that a positive learning environment can be created by acknowledging positive efforts, praising pupils and building mutual respect between staff and pupils, and between pupils and their peers. The school encourages good behaviour by operating a system of praise and reward. All pupils can be rewarded for academic and non-academic achievements. All staff are expected to apply the rewards and sanctions in a consistent manner.

Incentives and Rewards

Verbal praise-will be the most effective form of incentive. Staff are expected to use **positive framing techniques** in all lessons whereby they praise those pupils who are demonstrating the correct behaviours in anticipation that other pupils will follow. (I can see that *(name)* is sitting with arms folded and ready to learn let me see who else is…)

Stickers and Stamps- Stickers and stamps in books are used to reward great learning behaviours. These are handed out at the discretion of individual class teachers and are done so with fairness and consistency**.**

House Points- Each pupil is allocated a house. Any member of staff can award pupils house points for great learning, achievements and behaviour. Each class will have a house points chart where pupils will record their weekly house points. At the end of the week these are collated and the winning house announced in Friday Celebration Assembly. The winning house at the end of a term can wear their own clothes in their house colours to school for that day.

Positive conversations with parents- all adults can speak directly to parents and carers to let them know something worthy of praise. This could be effort, good behaviour or acts of kindness. Parents will be spoken to at the end of the day at the school gate**.**

Class Rewards- class teachers may offer further rewards to their classes on a weekly basis. This will be at the discretion of the class teacher. Some teachers have a raffle, planner of the week prize, star pupil of the day, brownie points system and recognition board.

Headteacher Awards-for excellent learning. Pupils that demonstrate excellent learning can be awarded a headteacher's award. They will go to the Headteacher's Office to speak about their learning and collect a sticker.

Positive Post- Pupils that demonstrate exceptional behaviour can be awarded a postcard home from the AHT/SENCO. They will be given a postcard praising their behaviour to take home.

Star of the Week- Class teachers will award one member of their class the star of the week for displaying great learning and positive attitudes, behaviours. These pupils will have the reasons read out in our Celebration Assembly on Friday and a copy of their certificate displayed on the board outside the Headteacher's Office. The pupil will wear a merit badge for the following week. Staff are encouraged to ask pupils why they have been awarded a merit badge and praise them further.

Specific Strategies for Teaching Behaviour- Classroom Management

At the heart of encouraging positive behaviour is ensuring that the behaviour policy is known, understood and consistently implemented by all as this helps to create a predictable environment. All staff are expected to model the behaviour we expect to see in our pupils and to address the pupils courteously and with respect and avoid escalating situations by shouting and failing to listen. Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. All classrooms must have the school values displayed and school set of rules from the behaviour curriculum. The following will be helpful when creating the safe, calm learning environment in your classroom.

Start of the Day Routine

- Adults to **'meet and greet'** the pupils at the classroom door on arrival
- Pupils are reminded to enter the classroom quietly and not allowed in until they are quiet
- The start of the day routines are explicitly taught and reinforced where needed
- Meaningful starter activity to be available and accessible to all

- Not all pupils are sent to lockers at the same time and pupils may need supervision to put bags into lockers that are outside in corridors
- Teacher to positively remind the class and or specific pupils of any targets they are aiming for each day (good listening, best handwriting, respect for peers, - using the behaviour for excellence slides, those on a behaviour support plan)

During Lessons

- Start lessons with behaviour for excellence slides to focus on particular parts of the behaviour policy
- Make sure that a well-designed seating plans is in place
- Have high expectations of work and behaviour at all times using **positive framing**
- Prompt lessons starts with good hooks to engage the pupils from the start
- **Explicitly teach routines** for transitions within the classroom e.g movement from carpet to desks, getting whiteboards out, handing out books etc
- Tell pupils why good learning behaviour is important and get them to explain to each other
- Only talk when the group is all actively listening and looking – praise where this is being done
- Plan tasks that deepen thinking and teach strategies when pupils are faced with a challenge to encourage resilience
- Demonstrate assertiveness: non-verbal confidence, project voice calmly, maintain eye contact, be insistent, challenge and affirm
- Find a signal to pause and insist on active listening when moving between phases of the lesson
- A whole school signal of a raised hand by any teacher also indicates to pupils to stop and listen
- Explain expectations before pupils follow an instruction, especially during collaboration tasks such as talk partners etc
- Explicitly teach the pupils how to be a good talk partner, how to question each other, to respectfully challenge each other using talk frames
- Scan the room to make sure all pupils are on task and actively engaged
- Circle the room to check for engagement and provide 'live' feedback
- Give positive recognition and praise consistently 'catch them all being good'
- Provide pupils with opportunities to give positive recognition to their peers
- Use class/ schools reward systems
- Know all your pupils well and understand their needs including SEN. Ensure you use strategies recommend in any specialist advice
- Plan the use of additional adults to support pupils
- Use Assessment for Learning (AfL) to encourage motivation from all
- Embrace and promote silence and don't always fill quietness with your own talking
- Never make empty threats- always follow through on what you have said.
- Pupils go to the toilet one at a time in lessons
- Criticise the behaviour and not the pupil and do not punish the whole class for the actions of a few
- Reboot expectations regularly

End of Lesson

- Allow time for a plenary and reflection in learning and achievements/ successes
- Ensure classroom is tidy when left
- Concluding the day positively and starting afresh the next day
- Orderly transition or dismissal (e.g pupils stand behind their chairs with tidy desk)
- Remind pupils of expectations for conduct around the school

Out of the Classroom

- Adults collect the class at the end of break and lunch and lead their class in
- All adults notice and praise good behaviour seen around the school
- All adults speak to pupils about walking inside the building
- All staff challenge pupils who are not keeping school rules in a non-confrontational way – use a key phrase if needed e.g At Amherst we always have our shirts tucked in
- All adults take responsibility for following up on unacceptable behaviour they have encountered
- All adults intervene whenever incidents occur and follow up with a restorative approach where possible

Definitions of Misbehaviour

At Amherst we have high expectations of behaviour from all our pupils. However, we recognise that on occasion some pupils do not always make a good behaviour choice and can misbehave.

Misbehaviour is defined as:

- Disruptions in lessons, corridors, at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Incorrect uniform

The majority of the above behaviours would be addressed by the pupil's class teacher in the first instance.

Serious Breaches of the Behaviour Policy

In certain instances, a pupil may commit a 'serious' breach of the behaviour policy. All serious behaviour incidents will be investigated by the pupil's class teacher and at least one member of the SLT (Year Group Leaders) before final decisions are taken. Parents will be contacted. If a pupil is persistently misbehaving they will be referred to the AHT/ SENCO/HT and a Behaviour Intervention Plan (BIP) will be written in conjunction with the parents and the pupil.

Serious Misbehaviour is defined as:

- Repeated breaches of the school's values and rules
- Any form of bullying
- Serious challenge to authority of any member of staff/ arguing with a member of staff/ verbal abuse to staff/ refusing to follow direction from adults
- Intentional harmful physical contact with a pupil or adult (hitting, kicking, biting, hair pulling etc)
- Verbal abuse or threatening behaviour against a pupil or adult
- Deliberately damaging any property- vandalism
- Stealing
- Throwing objects to cause harm
- Swearing
- Racist, sexist, homophobic language, disability or discriminatory abuse
- Sexual harassment, meaning unwanted conduct of a sexual nature such as:
    - Sexual comments,
    - sexual jokes and taunting,
    - physical behaviour like interfering with clothes,
    - online sexual harassment such as unwanted sexual comment and messages , sharing sexual images like nudes and semi-nudes, sharing of explicit content
- Possession of any prohibited item: These are
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items

- E-cigarettes/ vapes
- fireworks
- Any item a staff member reasonably suspects has been or is likely to be used to commit an offence, or cause personal injury to, or damage to the property of any person.

- Any other significant breach of the behaviour code where 2 members of SLT agree that a serious behaviour has occurred
- Any other breaches that would fall under the category of child-on-child abuse as stated in Keeping Children Safe in Education

Racist Incidents

Should any incident of racist behaviour occur to any pupil, the member of staff, who witnesses a racial incident, must inform the Head-teacher or a member of the Leadership Team (immediately) and parents of both parties contacted and the incident recorded on EduKey.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. Any member of staff who has concerns raised by a **change** in a pupil's behaviour should discuss this with one of the school's DSLs. 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 intervention or referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond predictably, promptly and assertively in accordance with this policy. The school's first priority will be to ensure the safety of pupils and staff and to restore a calm and safe learning environment.

School staff will respond in a consistent, fair and proportionate manner so that all pupils know the misbehaviour will always be addressed. Pupils are more likely to respond positively to the enforcement of behaviour routines and any consequences when they learn to anticipate with some certainty that the teacher will do the things they say they will do. At Amherst, our staff will not make empty threats, shout or use excessively harsh corrective language. We will follow through on the use of our consequences calmly and systematically. De-escalation techniques can be used to prevent further misbehaviour from arising, such as the use of pre-arranged scripts and phrases. Staff will consider what support can be offered to the pupil to help them meet behaviour standards in the future.

In all disciplinary actions, it is essential pupils and adults understand that it is the behaviour that is unacceptable and not the pupil as a person. Incidences of serious misbehaviour will be discussed with the headteacher /AHT/SENCO and recorded on Edukey as soon as possible as the same day the incident occurred. Parents will be contacted via a telephone call to make them aware of the misbehaviour or a meeting arranged but discussions will not take place at the school gate.

4 Step Ladder Approach

It will be the pupil's class teacher who will respond to most incidents of misbehaviour. This will be displayed in each classroom and discussed in Circle Time. When dealing with low-level disruption, all staff will use the following 4 step approach:

1. Reminder- a first reminder is used quickly and where possible, privately, **positive choice** offered if needed and refer to previous examples of good behaviour (see Positive Framing script below)

2. Second reminder- clearly delivered, privately making the pupil aware of what behaviour needs to change, offering another opportunity to engage and reminder using a positive phrase. Consequences will be explained (e.g moving pupil to another place in classroom)
3. Repeated behaviour so sanction given
4. Restorative conversation

The above strategy, will in most cases, be sufficient for the pupil to rectify their behaviour.

Positive Framing and Scripting

What you say in response to poor behaviour is important. Consistent and clear language should be used when acknowledging positive behaviour and addressing misbehaviour.

Here are some ways to respond:

"Name.. do you remember how well you worked with your talk partner yesterday, well I want you to show me you can do the same thing today"

"Name.. remember how brilliantly you solved that maths problem yesterday, I need you to focus and start with your maths again now- thank you"

- **Avoid asking 'why' questions** when dealing with a misbehaviour
- **Avoid saying please**- this gives the impression there is a choice. Eg "put that pen down – thank you" rather than "Please put that pen down."
- **Use partial agreement (maybe, but)** to stop conversations going off on a tangent
- **Draw attention to the majority meeting the expectations** rather than minority not
- Give **conditional permission** when a child asks to do something- when you have started your work then I will come over and help you…
- **Narrative reasons** for things like tidying up- If we leave the room like this, we won't get the chance to go home on time and that isn't right. Let's all do this together

Scripting

I need to talk to you about our school value of ……..

You know the routine for…… lining up outside the classroom

Where in the room would you learn best……..

You could make this right by……

I don't expect I will need to speak to you about this again

Restorative Conversations

Not every misbehaviour needs a restorative conversation. It is needed when trust is broken and when behaviour has gone below the minimum standards i.e moved quite far down the 4 Step ladder. Where the situation requires more of a conversation the following scripts can be helpful.

I've notice (name) that you are feeling upset today … **You have chosen to……. and our school the rules are to ……**	Removes the judgement from behaviour interventions. I have noticed that you are late/ crawled under the table/ are you finding it difficult to follow instructions. There is no blame and avoids accusations and arguments.
You need to …… thank you **I expect…….** **I know you will……..**	Thanking them when they have done as been asked models courteous behaviour and can help to build relationships up with children.

Do you remember the last … when you…. This is the ……. I know and this is the ….. I need to see today	Instantly reminds the pupil that you have faith in them despite their poor behaviour today. Done well it can reframe the pupil to be the best version of themselves and remind them of a time when they behaved well.
Be that as it may…….. I still need you to I have heard what you said, now you must……. You need to understand that every choice has a consequence. If you choose to do the work (name) then this will happen. If you choose not to do the work….. then this will happen and I will leave you to make the choice	Avoids confrontation and stand-offs and gives the child the chance to make the right choice without losing their dignity. Some pupils need take up time and will not comply immediately. It can help if you turn and walk away to avoid a win or lose situation.
Thank you for……..	This approach assumes the child will do it and is a positively framed phrased.

There are occasions when it is better to speak to a pupil outside of the classroom and here are some suggestions for resetting and returning to the room:

Are you ok? I thought it was better to talk away from everything. I was wondering what was up?	This starts with curiosity and a space for the pupil to speak
I've asked to speak to you because I have noticed that you are struggling to keep to our values/ rules	This provides a recognition and acceptance of the current situation.
This is just a pause… I want you to get back in to class and working	This helps to signal where the conversation is going
We have agreed that kindness is one of our values. I need you to ….	This provides a reset of expectations
What do you need to do right now that will help you get back to your learning? Or how can I help?	This is an offer of help where a child may need it.

De-escalation Techniques

De-escalation techniques will be used to help prevent further behaviour issues arising. In extreme cases of anger or distress, the pupil must be given time to calm down before any attempt is made to discuss the behaviour and issue consequences.

All staff should:

- follow the above 4 sequences of steps
- provide the pupil with a 'way out' to avoid escalating behaviour.
- give a clear message of inclusion to all pupils – they belong, are valued and part of the learning community
- avoid confrontation
- Use low tone of voice
- Display open body language – avoid folding arms and pointing
- Be sensitive and aware of 'personal space'
- Be proactive and act sooner rather than later
- Be prepared to ask for help if required
- Provide adequate calming down time – it takes approx. 90 minutes for a child to calm down from a fully angered state

- Don’t take poor behaviour personally
- acknowledge when things are going well – take time to listen and talk to children
- remove peers from the situation into a place of safety if necessary
- be consistent in responding to inappropriate behaviour

If necessary, and the pupil has not responded to their class teacher, then they should be referred to the next level as follows:

- Class Teacher
- Year Group Leader
- Assistant Head Teacher/SENCO
- Headteacher

Consequences/Sanctions

Our approach to sanctions concentrates on encouraging pupils to make sensible choices and putting things right when possible. Each pupil must be seen to have been dealt with fairly and staff will endeavour to find out all the facts around the misbehaviour before imposing a sanction. Where children deliberately refuse to respond to early warnings and prompts, there must be consequences and sanctions. Sometimes it may be appropriate for a child to miss their breaktime or lunch time. This is to allow the pupil to spend time discussing their negative behaviour and understanding why it is not appropriate and the impact it has on others. This also gives them time to sit calmly and reflect, taking responsibility for their actions. 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. Sanctions sheet can be found in the appendix

Agreed Sanctions:

- Verbal warning(s), communicating what behaviour needs to change/ reminder of behaviour expectations
- Moved to another desk, area away from other pupils in own classroom with reminders of the behaviour that needs to change and impact it is having on others
- Sending pupil out of the classroom to year group leader’s classroom with work to complete
- Setting of written tasks such as an account of their behaviour- reflection sheet
- Expecting unfinished work to be completed at home/ breaktime or lunchtime
- Missing part/ whole breaktime or lunchtime – completion of a reflection sheet/ apology letter to the other person involved
- School based community service- eg. tidying library, litter picking
- Referring the pupil to a senior member of staff (YGL/AHT/SENCO/HT)
- Loss of privileges e.g representing school / use of library / computer/ football time
- Pupil referred to a more senior member of staff
- Agreeing a ‘daily reporting behaviour contract’ with class teacher and parents for 2 weeks
- A behaviour support plan for a half term
- Communication with parents to discuss behaviour issues
- Removal of the pupil from the classroom
- Letter or phone call home to parents/carers
- Suspension
- Permanent exclusion, in the most serious of circumstances

Behaviour at Playtime and Lunchtime

When on playground duty in the morning be proactive. Spread out as adults and walk around the playground especially going to areas that are out of sight. If the pupils are on the field one member of staff should remain on the playground and others on the field. Many serious behaviour issues can be avoided by early intervention and support. It is in everyone's interests to avoid letting situations escalate.

Procedures – On the Playground/Field (Playtime & Lunchtime): the steps to follow…
We recognise that the playground can be a challenging environment for some pupils. For others, unstructured time can lead to challenging behaviour. The procedures below enable all staff to manage behaviour at playtime and lunchtime consistently:-

Stage 1: A verbal warning will be given to the pupil, along with an explanation of why the behaviour is unacceptable in a calm manner. Positive reinforcement of expected behaviour should be given at this stage.

Stage 2: A two minute 'verbal time-out' will be given if poor behaviour continues. A repeated explanation of why the behaviour is unacceptable should be given again in a calm manner. At this stage, the pupil will be asked to stand next to the adult for the duration of the time out. Positive messages about acceptable behaviour and 'next stage' consequence should continue to be discussed with the pupil.

Stage 3: Should the pupil continue to display unacceptable behaviour, they will be asked to stand next to the adult for a further 5 minutes of their breaktime. Staff must reinforce that if the behaviour continues, they will need to leave the playground and see their class teacher.

Stage 4: If the pupil fails to follow the instructions or is openly defiant to the member of staff, the pupil is escorted into school where they will be met by their class teacher and a member of the Leadership Team.

Should a pupil fail to follow instructions to leave the playground, a member of staff will be sent to request the support of a member of the Leadership Team who will come out and take over from the staff on duty.

Should serious misbehaviour be seen on the playground (swearing, fighting, bullying, racist comments or similar), the staff member on duty should move to stage 4 immediately and accompany the pupil inside immediately to their class teacher who will refer to SLT/ Headteacher.

Should removal from the playground be necessary by a member of the SLT, the incident will be logged on EduKey and a phone call to parents made by the class teacher.

Procedures for a more serious behaviour incident:

In certain instances, a pupil may commit a 'serious' breach of the behaviour policy. Where more serious behavioural incidents occur, we will look to deal with pupils consistently and subjectively. Class teachers, SLT, SENCO will be involved in the decision making, utilising their knowledge of the pupil and their discretion.

When an incident does occur, adults will spend time ensuring they have all the information about the incident. This may mean that the sanction does not happen immediately or on the same day but will be followed through. We seek to understand:

- The context around the incident from all parties / including witnesses
- Historical and current relationships
- Relevant historical events
- The needs of each individual child
- Historical and existing support

At all levels, safety will always be our main driver in making decisions about our next steps.
All incidents of serious misbehaviour must be recorded on the same day on Edukey, along with details of the incident and any protected characteristics of the pupil.

The parents of the pupil will be made aware of the incident via a telephone call and **not at the school gate.** If a teacher has been unable to talk to a parent on the telephone before the end of the day, they will ask the parent at the school gate, if they are able to meet now and talk to them in a private space away from the pupil.

The decisions around serious incidents that we may make are:

Short-term

- **Serious Misbehaviour Sheet -**with appropriate sanction given
- **Removal from a classroom for limited period of time.** Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum. 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.
- **Restrictions**- such as a different area to play, removal of a privilege/ from an event
- **Daily Positive Report** plan for two weeks (see appendix)

Longer Term

- **Behaviour Intervention Plans**
- **Internal suspension** where a pupil remains in school, but away from their class for a fixed period of time, supported by a member of SLT and with the agreement of the AHT/HT
- **Fixed term suspension** where a pupil is to remain at home for a fixed period of time.
- **Referral** to relevant agencies e.g police, children's services, behavioural support teams

Suspension 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. Suspension as a sanction (internal or fixed- term) is not a decision which is ever taken lightly. Where possible, alternatives to suspension will be considered.

The decision to suspend or exclude will be made by the headteacher or assistant/ deputy headteacher in the headteacher's absence and only as a last resort.

After a fixed-term suspension, parents/carers will be requested to attend a reintegration meeting with the Headteacher/ Assistant Headteacher. During the meeting, all parties will reflect on the incident and discuss next steps to prevent reoccurrence, and support improvements in behaviour and meet the expected standards at Amherst. Next steps will include an appropriate level of monitoring when the pupil returns to lessons.

More formal strategies used to support behaviour

Daily Positive Report Plan:

For some pupils whose behaviour continues to not meet the expectations of our behaviour policy after their class teacher has spoken with them, they may be moved onto a Daily Positive Report Plan. This is for **low-level misbehaviour**: this will be implemented by a **pupil's class teacher** if they are persistently causing low-level disruption in class or their behaviour breaches the school's behaviour policy and there have been 2-3 incidences in a two-week period of restorative support. (e.g persistently wearing incorrect uniform/ continual disruption in class). Parents will be informed if their child is placed on a Daily Positive Reporting Plan. The plan will be completed together by the class teacher and the pupil. The specific behaviours that need to change will be recorded and targets recorded. Each day, the class teacher will record in the pupil's planner on the merit page how the pupil has responded to their target by colouring one of the stars. A whole star will indicate they have been on target all day. Parents will be asked to check their child's planner daily to see how they

have behaved in school and to continue open communication between school and home. This will look to address persistent low-level disruption by praising the positive aspects of a pupil's learning behaviours in lessons/ playtimes, providing them with immediate feedback when they make the right choices. This support will look to improve the pupil's behaviour within two weeks. At the end of the two weeks, a collaborative decision will be made by pupil's teacher and a member of the SLT / Year Group Leader as to the most appropriate next steps.

Decisions may include:

- Stopping the daily report plan because it has worked
- Continuing with the positive reporting plan for a further set amount of time
- Seeking further support from a member of SLT
- Moving to a 'Behaviour Intervention Plan'

Behaviour Intervention Plan:

This plan is created when a pupil has been supported through the steps in our Behaviour Policy including using a 'Daily Positive Reporting Plan' and these strategies have not been successful in improving the pupil's behaviour or there may be times where there are more serious breaches of the school's behaviour policy and a decision will be made by a member of the SLT to move straightaway to a BIP which is more appropriate for the pupil to avoid unsafe situations where suspensions are inevitable.

This plan will be created by the pupil's class teacher, alongside the AHT/ HT or SENCO. During a meeting with the parents/ carers, the contents of this plan will be shared, along with consistent resources and strategies that must be utilised by all to ensure success.

The plan will be collaboratively reviewed by all parties, as frequently as deemed necessary but at least once per half term, with a view to ensuring targets remain relevant and appropriate.

Guidance for Non-compliance, Aggression and Violence

Despite the system of sanctions and rewards there maybe those pupils who act in a violent or aggressive way. In extreme cases of anger, the pupil must be given time to calm down before any attempt is made to discuss the behaviour and issue consequences.
Should a pupil respond in a non-compliant, aggressive or violent way the Headteacher, Assistant Headteacher or SENCO will be informed immediately and the incident must be recorded on Edukey. Parents will also be informed.

Procedures – the steps to follow

- Give verbal warnings to the pupil about which rule they are breaking and that there will be a consequence to their behaviour
- If available, a Teaching Assistant to work alongside pupil to regain focus and cooperation
- Removal of pupil to a safe area to reflect and calm down with an adult present
- Call for support if necessary – staff should send an emergency card to the office or send another adult to get a member of the Leadership Team. A member of the Leadership Team will arrive to support. When appropriate the situation needs to be discussed and appropriate action taken.
- If the above is not successful, a member of the SLT will remain with the pupil in 'isolation' where the incident took place.
- Provide adequate calming down time – it takes approx. 90 minutes for a pupil to calm down from a fully angered state
- Consider the safety of other pupils. It may be necessary to remove the class from the situation
- Contact parents to communicate the issue and to arrange a formal meeting to discuss the incident

The Emergency Card

Every classroom will have a red emergency card. The emergency card is to be used when help or support is needed with a particular pupil or situation and there is no other adult present in the room. It could be a behaviour issue, or a medical emergency.
If help is required, the class teacher should send their emergency card (with two pupils) to the office/ Reception. The office/reception staff will then locate a member of the Leadership Team, who will go and assist where needed.

Emergency cards in the classrooms should be visible and easily accessible to all staff.

Reasonable Force
Reasonable force covers a range of interventions that involve physical contact with pupils. It should only be used as a last resort. Force is used either to control or restrain. This can be from guiding a pupil to safety by the arm, through to more extreme cases such as breaking up a fight. 'Reasonable in the circumstances' means using no more force than is needed. **Control** means passive physical contact, such as standing between two pupils or blocking a pupil's path, or active physical contact, such as leading a pupil by the arm out of class. **Restraint** means to hold back physically, or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in any way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. School staff are able to use such force as is reasonable in the circumstances to prevent a child from doing, or continuing to do, any of the following:

- Seriously hurting themselves or others
- A pupil attacks a member of staff,
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property which could result in injury to themselves or others;
- Committing any offence (or for a child under the age of criminal responsibility, what would be an offence for an older child)
- A pupil absconds from class or tries to leave school (N.B. this will only apply if a pupil could be at risk).
- Remove a disruptive pupil from the classroom where they have refused to follow an instruction to do so

Incidents of reasonable force must:
- Always be a last resort
- Be applied using the minimum amount of force for the minimum amount of time
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a 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 a medical condition. Designated staff receive 'safer handling' training to enable them to understand how to use reasonable force appropriately in situations.

Bullying

Definition: *"**Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally**".*

Bullying in any form will not be tolerated Care must be taken to determine whether a case reported is bullying or just an isolated incident. Not all instances of the same behaviour would be classed as bullying. It should not be confused with 'relation conflict' whereby two or more pupils get into conflict but the dispute is equally provoked and each side has been hurtful to the other. These instances are always taken seriously and are dealt with in line with our behaviour policy. When cases of bullying are suspected the class teacher should speak to the pupils concerned and keep a record of the conversation and all subsequent events relating to the incident on EduKey. Staff must make themselves aware of all circumstances leading up to the incident and at no stage should the victim be placed in a position where matters could be made worse for them. A close watch should be maintained and the teachers and midday supervisors should be

informed, if appropriate. The Headteacher must be informed. The parents of all parties should be informed and the action the school has taken discussed.

Bullying may include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs
- Bullying related to ability or interests
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying
- Online bullying.

The school aims to prevent bullying by:

- All pupils and staff understand bullying will not be tolerated
- Considering all opportunities for addressing bullying through the curriculum, displays, peer support and support of staff
- Providing opportunities to develop pupil's social and emotional skills, including their resilience
- Training all staff to identify bullying and follow school policy
- Creating "safe spaces" for vulnerable pupils if necessary
- Working with staff and outside agencies as necessary

Pupils should be involved in discussions by:

- Consideration of their views on the extent and nature of bullying
- Ensuring they know how to express their worries
- Where appropriate mediation will be used to help the victim and perpetrator
- Ensuring that they are aware of the range of sanctions which may be applied
- Offering support to pupils who have been bullied

Liaison with Parents

The school will ensure that parents:

- Know whom to contact if they are worried about bullying
- Know about our complaints procedure and how to use it effectively
- Know where to access independent advice

Breaches of Discipline outside of school grounds / online behaviour/ criminal activity

The school takes the conduct of its pupils outside of school grounds extremely seriously. A pupil's misbehaviour outside of school can be damaging to the reputation of both the pupil and the school. Therefore, pupils are expected to uphold the reputation of the school whenever they are out of school whether they are taking part in an official school trip/ outing or wearing the school uniform to and from school.

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- When taking part in any school-organised or school-related activity

- When travelling to and from school
- When wearing school uniform
- When in some other way identifiable as a pupil at the school
- That could have repercussions for the orderly running of the school
- That poses a threat to another pupil
- That could adversely affect the reputation of the school

The school will always cooperate with the Police in any investigation which amounts to criminal activity (suspected possession of drugs) or incidents which are thought to involve pupils of Amherst School.

Where an incident is reported to the school of a pupil's poor behaviour outside of the school grounds and the incident has not been witnessed by a member of school staff, the school will take an evidence-based approach and talk to witnesses before identifying a further action and any sanctions required for such behaviour.

Breakfast and After School Club/ Organised School Trips, Extra-curricular Activities

This behaviour policy applies to the pupils attending these clubs and the expectations of pupil's behaviour is the same as at any other time of the day. The breakfast and after school club leaders will receive training from the school on the principles of behaviour management. If the adults running these clubs have any concerns about a pupil's behaviour in the club, they must speak to the pupil's class teacher, a member of the SLT or the Headteacher.

Record Keeping and Reporting

EduKey will be used as the main tracking system for all pupil's behaviour. Staff must ensure serious behaviour incidents are logged to ensure records are kept and patterns of behaviour can be identified. **Any racist incident must be recorded. Any allegations of bullying must be recorded.**

Behaviour reflection sheets may be used by staff for incidents of misbehaviour and should be kept by the pupil's class teachers. Any pupils for whom a teacher completes a Serious Misbehaviour Incident Record, or are placed on The 'Daily Positive Report Plan' or Behaviour Intervention Plan will be discussed during SLT meetings and all sheets will be kept in a folder in the SENCO's office. Behaviour will be reported to the governors on a termly basis within the headteacher's report.

Supporting Children with Special Educational Needs or Disability or Social Emotional and Mental Health Difficulties

At Amherst, we are especially aware of the needs of our more vulnerable pupils and the school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

All Pupils at Amherst are expected to follow the school's behaviour policy. However, a few pupils, may not be able to respond to the whole school incentives and sanctions the same way as others.

Some pupils with social, emotional and mental health needs may be unable to recognise acceptable boundaries of behaviour and can be unhappy, angry and suffering from low self-esteem. They may have basic emotional needs or physical needs which are not being met and may feel they are incapable of being good, so they do not even try. Children can be afraid of their own behaviour and feel they cannot regain control.

The whole school incentives and sanctions are unlikely to motivate pupils with such difficulties and reasonable adjustments will be made to support their needs. A personalised programme of support that is tailored to the individual pupil's needs and aimed at helping them break out of this negative pattern of behaviour will be used. This will be coordinated by the SENCO and class teacher, in partnership with the parents. The pupil will work on small achievable targets and motivating rewards, to ensure they experience success on a regular basis. Staff are provided with bespoke training on the needs of the pupils.

When any pupil reaches this stage, support and incidents will be logged by the school in case the pupil needs to be referred to outside agencies, or in case of exclusion. All plans will be prepared in conjunction and shared with class teachers, or relevant support staff, parents and when appropriate with the pupil.

If a pupil's behaviour is being supported through a personalised programme of support, reasonable adjustments will be made until a time where it is agreed that a pupil can be supported through a re-induction into school behaviour systems, rules and routines. Although we also 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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 try and prevent these from occurring.

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

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

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.

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. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

The following are a list of prohibited items for which searching a pupil may be deemed necessary. These are

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- E-cigarettes/ vapes
- fireworks
- Any item a staff member reasonably suspects has been or is likely to be used to commit an offence, or cause personal injury to, or damage to the property of any person.

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

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

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

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified at the start of this section which will cause harm to the pupil themselves or others such as knives, weapons but not to search for items that are only identified in the school rules e.g mobile phones or are unlikely to cause immediate harm e.g cigarettes.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

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 above 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 at the start of this section
- If they believe that a search has revealed a safeguarding risk

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

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers 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 whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Monitoring and Evaluating Behaviour

In order to monitor the effectiveness of our Behaviour Policy we will review the application of the behaviour policy through observations and the scrutiny of Edukey. EduKey allows DSL's and SENCO to collect behaviour incident data and combine this with other data such as attendance and safeguarding. This allows us to look for patterns and trends for individual pupils and groups of pupils.

Appendix 1. Behaviour and Sanctions for Quick Reference

Action/ misbehaviour	Sanction	By Whom
Running around school corridors/ not quiet in library	Verbal reminder to go back and walk	All adults in school that see this happening
Not following uniform policy	Verbal reminder of what the school uniform policy is	All adults who see this happening and to follow up the next day

Persistent not following school uniform policy	-Phone call home to parents reminding of uniform policy -detention break/lunchtime and reflection sheet completed Restorative conversation	Class teacher
Learning disruption/ assembly disruption	4 step ladder followed first Pupil loses right to work in group or with partner/ moved to a different place in class or the line	Class teacher
Continued learning disruption (e.g continual calling out)	Sent to year group leader's classroom to complete work Complete reflection at break/ lunchtime Restorative conversation	Class teacher and Year Group Leader
Deliberate incompletion of work during set lesson time/ time wasting	Work completed during break/ lunchtime or the next day if this was in the afternoon Restorative conversation	Class teacher
Repeatedly not completing homework	Work completed in breaktime/ lunchtime Restorative conversation	Class teacher Classroom rotation weekly
Deliberate damage of school property (e.g damage to school toilets/ graffiti)	-Time spent with caretaker to fix the resource/or other things around school -Serious Behaviour Incident Form followed by a sanction and phone call to parents Restorative Conversation	Class teacher Year Group Leader
Misbehaviour on playground	Stages 1-4 implemented	Staff on duty
Serious breaches of behaviour policy- record on EduKey e.g Swearing -gestures and verbal If directed towards an adult/ another pupil	If directed towards themselves Reminder of expectations Missing breaktime Serious Behaviour Incident form followed by a sanction and phone call to parents	Class teacher Class teacher Member of SLT/ AHT/ HT/SENCO
Any racist incident Repeated racist incident	Serious Behaviour Incident, followed by session to educate/ explain to pupil why it is unacceptable/ sanction and phone call home to parents of both parties Serious Behaviour Incident Sanction Phone call home to parents	Head teacher informed Class teacher Recorded on Edukey Recorded on Edukey Class teacher Headteacher
Any bullying incident Repeated bullying incident	Serious Behaviour Incident, followed by session to educate/ explain to pupil why it is unacceptable/sanction and phone call home to parents of both parties Serious Behaviour Incident Sanction Phone call home to parents	Class teacher Recorded on Edukey Class teacher Year Group Leader AHT/SENCO Recorded on Edukey
Rudeness to a member of staff	Miss break/ lunchtime/ apology letter Restorative conversation	Class teacher or that member of staff
Refusal to follow the directions of a member of staff	Serious Behaviour Incident form followed by a sanction and phone call to parents If this reoccurs- Behaviour Support Plan	Class teacher Member of SLT/ AHT/ HT/SENCO

Storming out of class/ PE lessons first occurrence Repeated occurrence	Serious Behaviour Incident Form Appropriate sanction Restorative conversation Daily Positive Reporting Plan followed by Behaviour Support Plan	Class teacher Year group Leader Class teacher Year group Leader AHT/ SENCO
Persistent misbehaviours	Appropriate Sanction for the behaviour Daily Positive Reporting Behaviour Plan	Class teacher Year Group Leader Parents
Physically hurting/ fighting with another pupil	Serious Behaviour Incident form followed by a sanction of missing break/lunchtimes and phone call to parents If this reoccurs- Behaviour Support Plan	Member of SLT/ AHT/ HT/SENCO

Misbehaviour Reflection Form

Amherst School Values

Trust	We will act responsibly and honestly to earn the trust of each other at Amherst School.
Kindness	We will treat everybody and everything with care and respect at Amherst School.
Determination	We will work hard to do our best even when things are difficult.
Politeness	We will be well-mannered and courteous towards everyone at Amherst School.
Fairness	We will treat everyone as our equal (s) at Amherst School.
Cooperation	We will all work together to include each other as a team at Amherst School.

The school value I did not follow was:

This is the behaviour that happened:

I need to change my behaviour by:

Signed:…… Date:……

Serious Misbehaviour Incident Record

Name:…… Class:……..

Trust	We will act responsibly and honestly to earn the trust of each other at Amherst School.
Kindness	We will treat everybody and everything with care and respect at Amherst School.
Determination	We will work hard to do our best even when things are difficult.
Politeness	We will be well-mannered and courteous towards everyone at Amherst School.
Fairness	We will treat everyone as our equal (s) at Amherst School.
Cooperation	We will all work together to include each other as a team at Amherst School.

The serious misbehaviour that I displayed today was:

The formal consequences for that behaviour today was:

- Missing my break time and lunchtime to write an apology letter followed by a restorative conversation with the person involved
- Being sent to the Year Group Leader's Classroom
- Being sent to the Headteacher or Assistant Headteacher
- Loss of privileges
- Not being allowed to attend a club that I am signed up for a while
- Email or phone call home to parents
- School based community work (tidying up litter)

The things I need to do to change my behaviour are:

Consider things such as zones of regulations, asking an adult for support, going to the Jubilee/Cabin, not playing football, taking myself to a safe space etc

-
-
-
-

The adults in school who are helping me to change my behaviour are:

Class teacher:

Midday supervisor/ TA:

Member of the SLT :

Signed:…… Date:……

Amherst School Daily Positive Reporting Plan

(2 week plan)

Name: …… Class: ……

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The school value that I am continually not following is:

The things I need to do to change my behaviour are: (e.g to listen in lessons and not call out/ to play without fighting)

Target 1:

Target 2:

Target 3:

The adults who are helping to support me change my behaviour are:

Class teacher:

TA/ Midday supervisor:

Year Group Leader:

If I repeat my behaviour it will result in a formal consequence / sanction of (e.g missed playtime/ removal of privilege/ detention)

Signed by child……

Signed by my Class Teacher ……

Date Plan Created: …… Review Date: ……

	Target 1:	**Target 2:**	**Target 3:**
Day 1:			
Day 2:			
Day 3:			
Day 4:			
Day 5:			
Day 6:			
Day 7:			
Day 8:			
Day 9:			
Day 10:			

Behaviour Intervention Plan (BIP)

This plan is created when a pupil has been supported through the steps in our Behaviour Policy including using a 'Daily Positive Reporting Plan' and received personalised support and these strategies have not been successful in improving the pupil's behaviour. There may be times where there are serious breaches of the school's behaviour policy and a decision will be made by a member of the SLT to move straight to a BIP as it is more appropriate for the pupil to avoid unsafe situations where suspensions are inevitable.

This plan will be created by the pupil's class teacher, alongside a member of the SLT. During a meeting with the parents/ carers, the contents of this plan will be shared, along with consistent resources and strategies that must be utilised by all to ensure success.

The plan will be collaboratively reviewed by all parties, when necessary but at least once per half term, with a view to ensuring targets remain relevant and appropriate.

<table>
<tr><td colspan="2">Name of Pupil:</td><td colspan="2">Class:</td></tr>
<tr><td colspan="4">Name of class teacher:</td></tr>
<tr><td colspan="4">Member of Senior Leadership Team supporting/ overseeing the plan:</td></tr>
<tr><td colspan="2">Date plan created:</td><td colspan="2"></td></tr>
<tr><td colspan="2">Incidents that have triggered this plan:
(e.g serious breach of behaviour policy/
•
•
•</td><td colspan="2">Summary of previous support/ strategies used for the pupil (whether successful or not)
e.g nurture nooks/ movement breaks/ social stories/ ELSA/ interventions
•
•</td></tr>
<tr><td colspan="4">Strengths of the pupil:
Highlight the pupil's key strengths, positive qualities, and interests)</td></tr>
<tr><td colspan="4">Behaviours that happen due to dysregulation/ Areas of concern
•
•</td></tr>
<tr><td colspan="4">Steps to take once behaviours are present
•</td></tr>
<tr><td colspan="2">List clear and measurable targets for behaviour improvement linked to school values (e.g respecting my teacher, not swearing at school/ playing safely)
•
•
•</td><td colspan="2">Target Date Set</td></tr>
<tr><td colspan="2">Interventions / Strategies and support</td><td colspan="2"></td></tr>
<tr><td>Strategy/Support consider in class support/ play time/ lunchtime/ PE</td><td>Details</td><td>Person Responsible</td><td>Frequency/ Duration</td></tr>
<tr><td>e.g
move to the cabin</td><td>Ask TA to come with me</td><td>e.g Class teacher/ TA/ midday supervisor</td><td>Daily/ weekly</td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>

Rewards for positive behaviour e.g house points/ agreed rewards with class teacher	**Sanctions for negative behaviour:** loss of privileges/clubs / representing school/time out in another class/ missing of breaktime/
Processes followed by staff when strategies are not successful and …….. has become unsafe* *When a pupil is placing themselves, others or school property in danger *We recognise that when a pupil has become dysregulated, it is harder for them to attune to an adult's voice, therefore staff will ensure they limit the amount of language they use. • Adults will use calm voice/ open body language and give pupil their 1st reminder to make a better choice • Second reminder given by adult • Adult will offer me a safe space to calm down and a place to talk • I will have a restorative conversation / adult help to remind me to learn from my mistakes and make good choices of behaviour for the future • Swap the adult out if pupil refuses to follow direction: Reminder 3 • Fixed term exclusion as pupil remains unsafe	
I understand that I am on a behaviour plan and the adults have discussed with me the areas I need to improve and strategies to use to support me. I know that I must do my best to follow this plan and there will be sanctions if I do not follow the plan. Signature and date (**pupil):**	
Signature and date (**class teacher):**	
The concerns, targets and support for my child have been discussed with me, and I have had opportunities to ask questions. I understand that working collaboratively with the school is necessary for the success of this BIP. I understand that if my child does not improve their behaviour or attempt to improve their behaviour there will be sanctions that follow Signature and Date (**parent):**	
The school understands their role in supporting the pupil to achieve the outcomes on this BIP. They agree to support the pupil and undertake actions to support improvement Signature and date (**Headteacher/ AHT/SENCO):**	

Plan Review Cycle

Review Number:	Review Date	Details of review: who was present, success and challenges