



# Benedict Biscop CE Academy Behaviour Policy

Review date: Spring 2023

Next review date: Spring 2024

Person in charge: Headteacher

Governance: Chair of Governors

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## **Pastoral Care/Spiritual Development**

The quality of relationships between all members of school, staff and pupils, and the relationship with parents and carers is the area that is most commonly associated with the ethos of a church school. It is expressed in the terms of sharing and caring. Jesus was clear in his instructions to the disciples on this matter.

‘Love your neighbour as yourself’ – Matthew 22:39.

‘This is my commandment: love each other’ - John 15:17.

Everyone associated with the school is made in the image of God and is to be loved. This is the commandment from which Benedict Biscop Church of England Academy derives its policy for pastoral care.

We have a series of overlapping networks of relationships, which includes governors, staff, children, parents, church members, and members of the community which the school seeks to serve. Our pastoral work will strive to meet the significant challenge to create and maintain such networks in ways which reflect the Gospel. Those who are in leadership roles, which includes all who have a particular responsibility, ensure that by their personal example they set the highest standards expected.

It is from this premise that Christian love will pervade all aspects of life at Benedict Biscop C.E. Academy. It will influence how we reward and teach discipline. It will affect how we value work and the achievements of pupils and staff. It will be seen in the way in which the school environment is created and cared for, in the way in which the needs of pupils, parents, and community are met, and in the way in which teaching and nonteaching staff work together effectively as a team. Pastoral care pervades all aspects of school life and therefore will be reflected in the way the school is organised and the policies are written and implemented.

**The Academy’s Behaviour policy is part of the school’s pastoral system and safeguarding arrangements**

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## 1. Rational

One of the themes of the Gospel is the unique value of individual human beings and their importance in the eyes of God. At Benedict Biscop C.E. Academy the basis on which relationships are built will be this belief. Pupils, staff, parents and members of the community are all uniquely valuable human beings whom God loves. They are all entitled to God's love and respect, which that fact demands.

There will be occasions when children break rules, do things which are deemed to be unacceptable [ie "naughty" deeds, spiteful or disobedient. In these circumstances the school's approach to discipline will come into play. Children will learn that doing wrong has consequences, which may include some restriction or punishment, but there is always forgiveness and reconciliation available. The sin is rejected but not the sinner.

Children will be provided with a secure framework of expected behaviour, within which they can operate. This policy is designed to provide a basis of self-discipline, which implies that there must always be an element of trust. At Benedict Biscop C.E. Academy everyone will be accorded that respect shown to unique human beings loved by God, and where there are failures, as there will be, these can be dealt with not as disasters but as experiences from which learning can grow.

"The behaviour of pupils is influenced by almost every aspect of the way in which a school is organised and how it relates to the community it serves. It is a combination of these factors which give a school its character and identity."

Elton Report.

## 2. Statement of intent

Our school believes that every child should flourish as a child of God, regardless of their gender, race or religion. We believe that children learn best when they are clear about the expectations of how they should behave and why. We believe that all our children should be free to play and learn without fear of being upset, being hurt or restricted unreasonably by anyone else. We believe that our children should be taught to articulate their feelings and actions. We believe that Christian values can be made explicit through a shared behaviour management system, particularly the development of Justice and Truth.

## 3. Aims

At Benedict Biscop CE Academy we aim to:

- Provide a safe, secure, supportive environment, based on mutual respect, where children can learn effectively and teachers are able to teach effectively.
- Create a positive culture that promotes excellent behaviour
- Ensure that positive relationships are formed between pupils, staff and families
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour

- Define what we consider to be unacceptable behaviour, including bullying and discrimination

#### 4. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, our policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

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

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

#### 5. Definitions

Behaviour is inextricably linked to expectation. It is essential therefore that a high level of expectation is set and clearly communicated by all members of the school community.

**At Benedict Biscop CE Academy 'Misbehaviour' is defined as:**

- Disruption of learning in lessons
- Not moving around school sensibly and safely
- Unkind behaviour at break and lunchtimes such as name calling
- Non-completion of classwork
- Poor attitude

**'Serious misbehaviour'** is defined as:

- Repeated not following the school rules
- Any form of bullying
- Any form of violence or harassment, including online harassment

- Vandalism
- Theft
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items: knives or weapons, alcohol, illegal drugs, stolen items

## 6. Bullying

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

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

Bullying can include:

- Emotional bullying: Being unfriendly, excluding, tormenting and threatening gestures
- Physical Bullying: Pushing, kicking, hitting, punching or any use of violence
- Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.
  - Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
- Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues

**We also aim to prevent bullying behaviour by:**

- Promoting an ethos where the act of bullying is seen as totally unacceptable behaviour;
- Imparting respect for one another in all our relationships
- Setting out our expectations about the way pupils should behave towards each other [incorporated into our school rules]
- Making children fully aware of the range of consequence that we are prepared to bring against pupils who deliberately refuse to keep to the agreed code of behaviour;
  - Raising awareness of bullying through:
    - Implementation of our Personal Development curriculum
    - Discussions and stories in worship
    - Part of anti-bullying and online safety weeks/ events
    - Digital leadership
- Managing carefully those occasions and places where bullying is more likely to happen

- Encouraging a positive relationship between school and home so that parents/carers are encouraged to discuss and share problems
- Providing pupils with safe spaces to talk to a trusted adult [through our Kidsafe theme and Room2talk]
- Training for staff to help identify bullying and support the development of positive relationships

Further details of Benedict Biscop CE Academy's approach to preventing and addressing bullying are set out in our anti-bullying policy [which can be found on our school website policy page].

## **7. Roles and responsibilities**

### **7.1 The Local Governing Body**

Benedict Biscop CE Academy's Local Governing Body is responsible for:

- establishing our behaviour policy in consultation;
- keeping the policy under review;
- monitoring the policies effectiveness and supporting the school to maintain high standards of behaviour;
- holding the Headteacher to account for its implementation;
- supporting staff who face challenging behaviour;
- ensuring that the concerns of staff and pupils are listened to and appropriately addressed and
- ensuring that the policy does not discriminate and that it advances equality and good relations between protected groups;

### **7.2 The Headteacher**

The Headteacher at Benedict Biscop CE Academy is responsible for:

- Ensuring the behaviour policy is written in consultation, ratified by the Local Governing Body and shared on the school website.
- The day-to-day management and implementation of the school's behaviour policy and procedures, to ensure that the school environment is safe and encourages positive behaviour;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement the policy to ensure that rewards and consequences are applied consistently
- Taking a lead in the establishment of a positive school ethos
- Ensuring appropriate induction is provided for new staff and volunteers 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 the policy.

### **7.3 Staff and volunteers**

Staff and school volunteers are responsible for:

- Implementing the agreed policy and procedures consistently and fairly to help create a calm and safe environment for pupils;
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Communicating the school's expectations, routines, values and standards through teaching behaviour in every interaction with pupils, modelling high standards of personal behaviour
- Challenge pupils to meet the school expectations
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Having equal responsibility for resolving issues relating to behaviour, ensuring that the concerns of pupils are listened to and appropriately addressed.
- Teaching children to be tolerant through everyday curriculum based on Christian values made real in our everyday lives
- Recording behaviour incidents promptly using Cpoms
- Advising the Headteacher on the effectiveness of the policy and procedures

### **7.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know Benedict Biscop CE Academy's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

### **7.5 Pupils**

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Pupils will be supported to meet the behaviour standards wherever needed.

Extra support and induction will be provided for pupils who are mid-phase arrivals

## 8. School behaviour curriculum

Every child has a right to learn and no child has the right to disrupt the learning of others. Every member of our community has the right to be respected.

We consider that the development of a caring Christian ethos is an essential element of learning. It depends on trusting relationships and a process of co-operative team work. Therefore we welcome all members of our community in developing this.

The school has chosen to follow the principles of Restorative Practice in order to develop greater “pupil voice” and a greater self responsibility for managing our own feelings and personal behaviour. We believe this will give our children the language and self confidence to challenge whatever behaviour is “unacceptable.”

**Article 28** from the United Nations Convention On The Rights Of The child states: Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights.

As a Rights Respecting school we have created our **4 school rules** which aim to provide a framework for rewarding positive behaviour choices through a structured reward system. These rules form the roots of the behaviour system established in school, which develop trust and encompass key rights of the child.

### Be kind

Treat everyone and everything with respect. Be polite and honest in all situations and never hurt others feelings with your words or actions. Handle equipment carefully and value our resources.

**Article 29** *Every child has the the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people’s rights and values and to respect the environment.* **Listen**

Listen to each other and respect the opinion of others. Always be prepared to learn and carry out tasks you are asked to do by all members of staff.

**Article 12** *Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.*

### Follow instructions

Always do your best. When you are in school or on school visits, willingly do as you are asked by an adult, when you are asked to do it.

### Keep your hands and feet to yourself

Move around our school safely. Walk sensibly and calmly in school. Have fun at playtimes but be considerate towards others and use self-control.

This is supported by:

- Consistent use of language across the school
- A fair reward system linked to ‘individual’ and ‘house team’ points.

- High quality teaching that develops the highest standards of behaviour, ensuring that pupils are appropriately challenged, engaged in learning and motivated to learn
- Staff recognising that children need to learn to negotiate with each other in a range of different situations, as a major life skill, with staff supporting the children to do so.
- Outstanding teaching to develop the highest standards of behaviours for learning, which challenge, engage and motivate all children.
- Parents who want the best for their children and recognise that children make mistakes but that we must learn from them.
- Forgiveness is a core Christian value which pervades the school.
- A bespoke Personal Development curriculum which provides a framework for staff to support pupils and help promote and improve excellent behaviour.

## **8.1 Mobile phones**

As a rule, we do not allow pupils to bring mobile phones into school. If a pupil mistakenly brings a mobile phone in, then it will be brought to the school office and locked securely in the school safe. Parents will be contacted and asked to collect the device from the main office.

Pupils are regularly reminded of this rule and the expectation that they share with a member of staff as soon as possible if they have brought their mobile device to school.

## **9. Responding to behaviour**

### **9.1 Classroom management**

Staff are responsible for setting the tone and context for positive behaviour within the school.

They will ensure that they display the school rules in a place of high visibility for pupils and staff to refer to.

They will develop a positive relationship with pupils and we encourage them to use the following strategies:

#### **Class Rules and Charter**

Basic class rules and routines should be established at the very beginning of pupil/teacher interaction when a teacher takes over a class in September. Rules should form part of a Class Charter and they should be consistently referred to when dealing with children. These should work alongside the 4 main school rules.

The rules should be:

- Sensible
- Related to the needs of the class
- Be seen by the children to be fair and appropriate
- Appropriate to the school's vision and ethos
- Rooted in the Rights of the Child and make specific reference to article from the UNCRC

The following guidelines are shared with staff to support the creation of class rules:

- Phrase the rules positively. In this way the rules are an aid to teaching the children to behave eg 'walk carefully' rather than 'don't run'.

- Have a maximum of five rules - children and staff find it hard to remember more than five. Avoid petty and unnecessary rules and routines.
- Have general rules which underpin specific routines.
- Phrase rules briefly eg. 'be helpful and kind' rather than 'pupils should try to help others at all times'
- Generate rules by discussion so pupils and staff understand the reason for them and this will increase the likelihood of compliance.
- Display the rules clearly as part of the class charter - illustration for younger children
- Keep the rules alive - keep under review.

### **Praise**

Praise should be used at all times to encourage both academic work and social behavior. The purpose of praise in our school is to:

- Directly reward and reinforce rule following behaviour
- Indirectly deal with inappropriate behaviour (a necessary part of planned ignoring - to draw attention to appropriate behaviour)
- Emphasise appropriate rather than inappropriate behaviour
- Increase the self esteem of pupil (and teacher!)
- Contribute to creating positive friendly atmosphere because the children are likely to copy it within their peer group.

### **Use of 'cues' in managing behaviour**

Cueing is a 'low level intervention' that the teacher can use to indicate disapproval, or that attention is required.

Each of the following cues is, in the first instance, preferable to a verbal instruction.

Visual Cueing:

- eye contact
- eye contact and raised eyebrow
- frown
- shake of the head
- pointing finger
- calming gesture of the hand
- finger on lips
- smile
- nod

Auditory Cueing:

- a light cough
- a snap of fingers
- a quiet naming of the child
- a tap on the desk with a pencil

#### Proximity and Contact Cueing

- removing object of distraction
- walking toward pupil
- sitting next to pupil

**9.2 Responding to positive behaviour** Rewards used across school for demonstrating positive behaviours:

- **Positive praise**
- **House points**
- **Stickers**
- **Rainbow Awards**
- **Roll of honour**
- **Certificates**
- **Reading vouchers**

#### **9.3 Responding to misbehaviour**

The school aims to develop a positive climate of praise and encouragement supported by our school rules. However, we recognise that when a pupil does not follow expected behaviour or rules, then an approach to redirecting behaviour may be necessary.

Where consequences are appropriate, staff may use the following, making reference to the school rules, supporting pupils to make better choices in the future:

- **Verbal warning**
- **Independent time - child to move to a quieter area of the classroom to allow child to focus on complete work**
- **Loss of play time - asked to stay in at break in order to complete unfinished work and make up for lost learning time [time will depend on task] or stay with class teacher on yard at break time**
- **Speak to a member of the Senior Leadership Team**
- **Inform Parents**

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

#### **9.4 Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection policy, and consider whether pastoral support, an early help intervention or a referral to Together for Children social care is appropriate. Please refer to our child protection policy available on the school website for more information.

### **9.5 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from serious misbehaviour:

- 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.

### **9.6 Confiscation, searches, screening**

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

### **9.7 Off-site misbehaviour**

Consequences 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

They 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

Consequences 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).

### **9.8 Online misbehaviour**

The school can issue consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

### **9.9 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Designated Safeguarding Lead [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 consequences, 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.

### **9.10 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine if school can:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection policy, available on our school website, for more information.

## **10. Serious sanctions**

### **10.1 Removal from classrooms**

In response to serious misbehaviour or persistent breaches of the school's behaviour expectations, we may make the decision to remove a pupil from the classroom for a limited time.

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

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

If a child is removed from class, the Headteacher will be informed immediately. 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. Leaders 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:

- Behaviour support plans
- Additional staffing within class
- Positive reward charts
- Support from the KS1 or KS2 Behaviour Teams
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on CPOMS. The Headteacher will also record the incident on the school's behaviour log, noting any protected characteristics of the pupil.

### **10.3 Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy, located on the school's website, for more information.

## **11. Responding to misbehaviour from pupils with SEND**

### **11.1 Recognising the impact of SEND on behaviour**

We are an inclusive school.

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 Holley Park Academy's policies or practices [Equality Act 2010].

We will use 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 plan, the provisions set out in the plan will be secured and we will 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. This will be outlined in the school's behaviour support plans. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned e.g. sensory regulation breaks.

### **11.2 Adapting sanctions for pupils with SEND**

When considering if a consequence is needed for a pupil with SEND, the school will take into account the following questions:

- Is the pupil was unable to understand the rule or instruction?
- Is the pupil was unable to act different at the time as a result of their SEND?
- Is the pupil is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

### **11.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs and disability co-ordinator (SENDCO) 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 an educational psychologist and/or medical practitioners.

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

## **12. Pupil transition**

### **12.1 Inducting incoming pupils**

Benedict Biscop CE Academy 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.

### **12.2 Preparing outgoing pupils for transition**

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **13. Training**

As part of their induction process, our staff are provided with professional development on the school's approach to managing behaviour. We will ensure that staff are aware of the needs of the pupils at the school which may impact upon pupil behaviour.

Behaviour management will also form part of continuing professional development.

## **14. Monitoring arrangements**

### **14.1 Monitoring and evaluating school behaviour** The

school will collect data on the following:

Behavioural incidents, including removal from the classroom

Attendance, permanent exclusion and suspension

Use of pupil support units, off-site directions and managed moves

Incidents of searching, screening and confiscation

Anonymous surveys for staff, pupils, parents and governors on their perceptions and experiences of the school behaviour culture. The data will be analysed every annual by the Headteacher. The results will be analysed by the Local Governing Body to make sure it is meeting its duties under the Equality Act 2010. If any trends are identified, the school will review its policies to help address any needs.

## **15. Links with other policies**

This behaviour policy is linked to the following policies:

- Child Protection
- Child-on-child
- Anti-bullying
- Exclusion
- Online-Safety
- Educational Visits

## **Appendix 1: written statement of behaviour principles**

The Local Governing Body have agreed the following behaviour principles [reviewed annually]:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy

- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.





