OVERSTONE PARK SCHOOL
Pupil Behaviour Policy

Pupil Behaviour Policy		
Date	**Review Date**	**Coordinator**
August 2025	**August 2026**	**Mrs M Brown** **Mrs D York** **Mrs V Price** **Mrs K Gorton**

Contents:

We believe this policy relates to the following legislation:

School Standards and Framework Act 1998
Education Act 2002
Education and Inspection Act 2006
Apprenticeships, Skills, Children and Learning Act 2009
Education Act 2011
School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
The Education (Independent School Standards) (England) (Amendment) Regulations 2014
Behaviour in Schools Advice for headteachers and school staff February 2024

The following documentation is also related to this policy:

Behaviour and discipline in schools - Advice for Principals and school staff (DfE 2014)

Principles

The principal take responsibility for implementing measures to secure acceptable standards of behaviour.

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of teachers and, for some, it is a reason why they leave the profession.

Well-managed schools create cultures where pupils and staff flourish in safety and dignity. It is particularly important that headteachers lead the creation and reinforcement of this culture, ensuring it permeates through every aspect of school life. Staff are trained to make sure that they collectively embody this school culture, upholding the schools' behaviour policy at all times and responding to misbehaviour consistently and fairly.

We aim to create and maintain an environment where positive behaviours are more likely by proactively supporting pupils to behave appropriately. Pupils should be taught explicitly what good behaviour looks like. Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support should be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place.

When pupils do misbehave, schools should be able to respond promptly, predictably and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. To support these aims, this policy outlines

different responses to behaviour that schools can use, including sanctions and pastoral approaches.

In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour; further action may be needed. The policy provides advice on interventions and approaches schools may wish to take to prevent the recurrence of misbehaviour.

In serious instances, a pupil may need to be suspended or excluded, and schools should read the Department's specific guidance on suspension and permanent exclusion to ensure that they use these interventions appropriately.

Creating and maintaining high standards of behaviour

Creating a culture that promotes excellent behaviour requires a clear vision of what good behaviour looks like to ensure that pupils can learn in a calm, safe, and supportive environment and protect them from disruption.

We are clear about which behaviours are permitted and prohibited; the values, attitudes, and beliefs they promote and the social norms and routines that should be encouraged throughout the school community.

The behaviour policy is the starting point for laying out this vision and is one of the important ways the school culture is communicated to pupils, staff, and parents and carers.1 It is equally important that the behaviour policy is implemented effectively to create a positive behaviour culture in which pupils are encouraged to reflect the values of the school: -

a) the school has high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
b) school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the behaviour policy;
c) measures are in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;
d) pupil behaviour does not normally disrupt teaching, learning or school routines.
Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
e) all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully; and
f) any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

The school's behaviour policy is clear, and it is well understood by staff, parents and pupils, It is consistently applied. At Overstone Park School there is a consistent approach to behaviour management and strong school leadership.

We encourage good behaviour and respect for others;

• secure an acceptable standard of behaviour of pupils;
• promote, among pupils, self-discipline and proper regard for authority;
• prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
• ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and
• otherwise regulate the conduct of pupils.

The school's behaviour policy include detail on the following:

a) purpose – including the underlying objectives of the policy, and how it creates a safe environment in which all pupils can learn and reach their full potential;

b) leadership and management – including the role of designated staff and leaders, any systems used, the resources allocated.

c) school systems and social norms – including rules, routines, and consequence systems;

d) staff induction, development and support – including regular training for staff on behaviour;

e) pupil transition – including induction and re-induction into behaviour systems, rules, and routines;

f) pupil support – including the roles and responsibilities of designated staff and the support provided to pupils with additional needs.

g) child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse; and

h) banned items – a list of items which are banned by the school and for which a search can be made.

i) mobile phones – a clear approach prohibiting the use of mobile phones in school throughout the school day

The school behaviour policy should adhere to the following principles:

a) accessible and easily understood: clear and easily understood by pupils, staff and parents;

b) aligned and coherent: aligned to other key policy documents;

c) inclusive: consider the needs of all pupils and staff, so all members of the school community can feel safe and that they belong;

d) consistent and detailed: have sufficient detail to ensure meaningful and consistent implementation by all members; and

e) supportive: address how pupils will be supported to meet high standards of behaviour.

Communicating the behaviour policy

Communicating the school policy to all members of the community is an important way of building and maintaining the school's culture. It helps make behaviour expectations transparent to all pupils, parents, and staff members, and provides reassurance that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.

The school behaviour policy is sent in writing to parents, staff, and pupils at least once a year.

The school's behaviour policy is published on the school website.

A whole-school approach to behaviour

The school aims to ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave.

The response to misbehaviour and the relationships between staff, pupils and parents.

The school's approach to behaviour is apparent to anyone joining or visiting the school. Everyone treats one another with dignity, kindness and respect.

The consistent and fair implementation of the measures outlined in the behaviour policy is central to an effective whole-school approach to behaviour. Consistent implementation helps to create a predictable environment. Some pupils may require additional support to meet a school's behaviour expectations. This support should be given consistently and predictably, applied fairly and only where necessary.

By having simple, clear and well communicated expectations of behaviour and providing staff with bespoke training on the needs of the pupils at the school, behaviour is managed consistently so that both pupils and staff can thrive, achieve and build positive relationships based on predictability, fairness and trust.

The school behaviour curriculum

Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely.

This behaviour is taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited with positive reinforcement when expectations are met, while sanctions are required where rules are broken.

Positive reinforcement and sanctions are in place to support the whole-school culture.

Our behaviour curriculum defines the expected behaviours in school, rather than only a list of prohibited behaviours. It is centered on what successful behaviour looks like and defines it clearly for all parties.

Routines are used to teach and reinforce the behaviours expected of all pupils.

Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour.

Any aspect of behaviour expected from pupils is made into a commonly understood routine, for example, entering class or clearing tables at lunchtime. These routines must be kept simple for everyone to understand and follow.

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations.

These adjustments may be temporary. Adjustments should be made proactively and by design where possible.

For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers.

The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section 'Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)'. Not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

Consistent and clear language must be used when acknowledging positive behaviour and addressing misbehaviour.

At the heart of the school's success is its positive ethos, sense of purpose, shared values and promotion of good relationships between teachers and students. Teaching and learning which exhibits differentiation, mutual respect and effective classroom management is conducive to good behaviour. A safe and caring learning environment is paramount, where adults have a duty of care to ensure students are safe and free to learn.

This policy takes into account the following principles and powers:

Mutual respect between all members of the school community

Safeguarding and the promotion of student welfare

Equality and the absence of discrimination, harassment or victimisation based on race, disability, discrimination arising from disability, failure to make adjustments for religion or religious belief, sexual orientation, sex, pregnancy or maternity, or gender reassignment as per the Equality Act 2010

Meeting the needs of SEN students

The power to discipline beyond the school gates

The power to use reasonable force

The use of screening and searching techniques

The provision of a stimulating and structured learning environment in which students are able to learn effectively and achieve their full potential

The important role played by parents in securing appropriate behaviour of their child at school, on the way to and from school, and when representing the school offsite   A Behaviour/Classroom Management Plan outlining the rules, rewards and sanctions   which is displayed in all classrooms

The school's responsibility is to ensure it provides an orderly and structured environment based on positive and constructive rules of conduct.

A school's culture and values are manifested through the behaviour of all its members.

High standards and clear rules should reflect the values of the school and outline the expectations and consequences of behaviour for everyone.

The school's behaviour policy provide details on how staff will support pupils to meet these expectations.

The Principal must determine measures which aim to:-

oencourage good behaviour and respect for others;

osecure an acceptable standard of behaviour of pupils;

opromote, among pupils, self-discipline and proper regard for authority; oprevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);

oensure that pupils complete any tasks reasonably assigned to them in connection with their education; and

ootherwise regulate the conduct of pupils.

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistent throughout the school.

We believe that we promote good behaviour by creating a happy caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

We realise pupils behaviour improves and they feel safer and happier in school if school personnel consistently apply this policy and maintain regular classroom routines.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. Any form of low-level misbehaviour during lessons is not accepted as we believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

We strongly endorse the banning of all forms of corporal punishment which has been defined as 'the use of physical force causing pain, but not wounds, as a means of discipline'.

We are aware that we have the right to use reasonable force to control or restrain pupils in order to prevent personal injury, damage to property or the prevention of a criminal offence being committed but not as a means of disciplining pupils.

1. We have in place a calm room specifically designed to provide an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. It is a place where school personnel can take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We have decided that the following items are prohibited in this school namely knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any item that could be used to commit an offence or personal injury or damage to property. Any pupil found in possession of them will face disciplinary sanctions.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

To create an ethos that makes everyone in the school community feel valued and respected.
To promote good behaviour by forging sound working relationships with everyone   involved with the school.
To promote self-discipline and proper regard for authority among pupils.
To prevent all forms of bullying among pupils by encouraging good behaviour and   respect for others.
To maintain consistency in applying this policy.
To protect children from the risk of radicalisation and extremism.
To ensure compliance with all relevant legislation connected to this policy.
To work with other schools and the local authority to share good practice in order to   improve this policy.

Responsibility for the Policy and Procedure

Role of the Principal

The Principal will:

determine the detail of the standard of behaviour that is acceptable to the school;   ensure all school personnel, pupils and parents are aware of and comply with this   policy;
ensure all stakeholders are absolutely clear about the expected standards of pupil's behaviour,
ensure school rules are displayed around the school and that all stakeholders know   what they are;
ensure school personnel apply this policy consistently;
work hard with everyone in the school community to create an ethos that makes everyone feel valued and respected;

promote good behaviour by forging sound working relationships with everyone involved with the school;

model behaviour that he/she wants to see from school personnel;

encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;

ensure school take individual children to the calming room to talk about their concerns   or worries or just to calm them down if something has upset or angered them;   with all members of the Senior Leadership Team will:

maintain a regular visible presence throughout the school day and especially when   pupils arrive and leave, at break times and lunchtimes

ensure pupils move around the school in an orderly manner

praise good behaviour

celebrate successes

the good performance of school personnel

take action if school personnel do not follow this policy

consistently inform parents of this policy

ensure school personnel praise good behaviour and work

ensure school personnel understand the additional needs of all pupils in their care

monitor the number of sanctions and rewards given by individual school personnel

have in place clear strategies for pupils who are likely to misbehave

ensure school personnel are aware of these strategies and apply them

have in place support mechanisms for pupils with behaviour difficulties

ensure school personnel build and maintain positive relationships with the parents of pupils with behavioural difficulties

ensure the health, safety and welfare of all children in the school;

work with the School Council to create a set of school rules that will encourage good behaviour and respect for others;

work closely with the link Governance and coordinator;

provide leadership and vision in respect of equality;

provide guidance, support and training to all staff;

monitor the effectiveness of this policy by analysing :

pupil attitudes to school and learning

the views of pupils, parents, school personnel and Governances   the number of fixed-period and permanent exclusions

incident logs, rewards and sanctions

the number of reported cases of bullying

strategies to improve behaviour and discipline

make effective use of relevant research and information to improve this policy;

annually report on the success and development of this policy.

Role of the Coordinator

The coordinator will:

  lead the development of this policy throughout the school;
  work closely with the Principal and the nominated Governance;   provide
guidance and support to all staff;
  provide training for all staff on induction and when the need arises;   keep
up to date with new developments and resources;
  work with the School Council;
  monitor school support systems;
  undertake classroom monitoring;
  organise a 'Buddy System';
  analyze the concerns from the 'Worry Boxes';
  track pupils through IEPs;
  create links with parents;
  deal with external agencies;
  review and monitor;
  annually report on the success and development of this policy.

Role of School Personnel

School personnel will:

  comply with all aspects of this policy;
  maintain consistency in applying this policy throughout the school;
        welcome pupils into the classroom;
        have in place clear classroom routines;
        maintain consistency in applying these routines;
        encourage good behaviour and respect for others;
        praise good behaviour and good work;
        ensure all work is differentiated;
        apply all rewards and sanctions fairly and consistently;
        work with pupils to compile a list of class rules;
        display class rules;
        work with pupils to compile a list of sanctions and rewards;
        display the list of sanctions and rewards;
        promote self-discipline amongst pupils;
        deal appropriately with any unacceptable behaviour;
        stay calm when dealing with unacceptable behaviour;
        apply any behavioural plans of individual pupils;
        ensure support staff are aware of these plans;
        be aware of and understand the additional needs of pupils in their care;   take
individual children when a situation arises to the calming room to talk about   their
concerns or worries or just to calm them down if something has upset or   angered them;
        have in place and will refer to a visual timetable;

discuss pupil behaviour and discipline regularly at staff meetings;

provide well planned, interesting and demanding lessons which will contribute to maintaining good discipline;

attend periodic training on behaviour management;

maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;

work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;

ensure the health and safety of the pupils in their care;

identify problems that may arise and to offer solutions to the problem;

implement the school's equalities policy and schemes;

report and deal with all incidents of discrimination;

attend appropriate training sessions on equality;

report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

be aware of and comply with this policy

be polite and well behaved at all times;

show consideration to others;

talk to others without shouting and will use language which is neither abusive nor offensive;

listen carefully to all instructions given by the teacher;

ask for further help if they do not understand;

treat others, their work and equipment with respect;

support the school Code of Conduct and guidance necessary to ensure the smooth   running of the school;

obey all health and safety regulations in all areas of the school;

co-sign and abide by the Home School Agreement;

liaise with the school council make suggestions about improving school behaviour;   take part in questionnaires and surveys.

Behaviour expectations and pupils with Special Educational and/or Disability (SEND)

A school's culture consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. We have a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school
community and high expectations are maintained for all pupils.

Our aim is to promote good behaviour and create calm environments which will benefit pupils with SEND, enabling them to learn.

Some behaviours are associated with particular types of SEND, such as a

pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

We manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach is used to assess, plan, deliver and then review the impact of the support being.

The graduated approach is a four part cycle.

The cycle increases in detail and frequency to identify the best way of securing adequate progress for children and young people.

Assess Needs: All pre-school settings, schools and colleges should monitor and review the progress and development of all children and young people. High quality teaching, differentiated for each child or young person is the first step in meeting the needs of pupils who have or may have SEN. Most children and young people can make progress if they are taught in this way

Plan: Where a child or young persons progress in an educational setting or school gives cause for concern trained staff should work in partnership with parents and carers to develop a plan to ensure make sure that children or young people with SEN or disability receive the support they need for their future learning and development.

Class and subject teachers, supported by the Senior Leadership Team should regularly assess progress for all children or young people. Where a child or young person is falling behind or making inadequate progress (given their age and starting point) they should be given extra support.

Do: This graduated response should be led and coordinated by the SENCO (or named person at a college who has oversight of SEND)
they will work with and support colleagues.

Parents and carers should be included at each stage of this cycle, so that they can say what they think and make suggestions about assessment and planning
parents and carers should be made aware of Intended outcomes; they should be included in any review of progress in achieving these outcomes.

Review: A date should be agreed for reviewing the effectiveness of the support and the difference it has made to the child or young person's progress
The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour.

In particular:-

schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by
the school's policies or practices;

under the Children and Families Act 2014, relevant settings have a duty to use their
'best endeavours' to meet the needs of those with SEND; and

if a pupil has an Education, Health and Care 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 any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;

adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;

training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Role of Parents/Carers

The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents are encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they are asked to raise this directly with the school while continuing to work in partnership with the school.

We reinforce whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy.

Where appropriate parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

Parents/carers are encouraged to:

comply with this policy;
have good relations with the school;
support good behaviour;
sign the school's 'Home-School Agreement';
ensure their children understand and value the meaning of good behaviour;
support school rules and sanctions
be asked to take part periodic surveys conducted by the school;
support the school Code of Conduct and guidance necessary to ensure smooth running   of the school.

Role of the School Council

The School Council will be involved in:

> determining this policy;
> discussing improvements to this policy during the school year;
> devising school rules and sanctions;
> reviewing the effectiveness of this policy.

Responding to behaviour

Maintaining a positive culture requires constant work and schools positively reinforce the behaviour which reflects the values of the school and prepares pupils to engage in their learning.

Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions.

Responding to good behaviour

We acknowledge good behaviour which encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provide an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards is applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. Examples of rewards may include:

• verbal praise;
• communicating praise to parents via phone call or written correspondence;
• certificates, prize ceremonies or special assemblies;
• positions of responsibility, such as prefect status or being entrusted with a particular decision   or project; and
• whole-class or year group rewards, such as a popular activity.

Responding to misbehaviour

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy.

The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve these aims, a response to behaviour may have various purposes. These include:
a) deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
b) protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
c) improvement: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted pastoral support.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

Acceptable forms of sanction

• a verbal reprimand and reminder of the expectations of behaviour;
• the setting of written tasks such as an account of their behaviour;
• loss of privileges – for instance, the loss of a prized responsibility;
• detention (see 'Detentions');
• school based community service, such as tidying a classroom;
• regular reporting including early morning reporting; scheduled uniform checks; or being placed "on report" for behaviour monitoring;
• suspension; and

In the most serious of circumstances, permanent exclusion.

Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary.

We should consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances.

The school should have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

If a pupil in these circumstances has SEND that has affected their behaviour, the school will need to consider what the law requires (see 'Responding to the behaviour of pupils with SEND').

What the law allows

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school (see 'Behaviour outside of school premises').

A sanction will be lawful if it satisfies the following three conditions:

a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Principal may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment by school staff is illegal in all circumstances.

Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)

We consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

We do not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

We consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we refer to the Equality Act 2010 and schools' guidance.

The school also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

In 2018 an Upper Tribunal judgment found that if a child in education has a recognized condition that is more likely to result in a tendency to physical abuse, that can be a disability.

This does not necessarily mean that a disabled child will be exempt from sanction.

Supporting pupils following a sanction

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

These might include:

• a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
• a phone call with parents, and the Virtual School Head for looked after children;
• inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
• inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
• considering whether the support for behaviour management being provided remains appropriate (see 'Initial intervention following behavioural incidents').

Designated staff are Team teach trained to deliver these interventions. These interventions are part of a wider approach such as counselling, OT, Boxercise etc. that involves the wellbeing and mental health of the pupil.

Detentions

A detention is a commonly used sanction, often used as a deterrent to future misbehaviour. It is typically a short period where the pupil is required to remain under supervision of school staff when their peers have been allowed to go home or to break.

When used, it should be done so consistently and fairly by staff. This process should be well known to all pupils and staff.

What the law allows

Teachers have authority to issue detention to pupils, including same-day detentions.

A school's behaviour policy should make clear that detention (including detention outside of school hours) can be used as a possible sanction.
A detention outside normal school hours will be lawful if it meets the following conditions:

• the conditions outlined in 'Matters schools should consider when imposing detentions'; • the pupil is under 18 (unless the detention is during lunch break);
• the headteacher has communicated to pupils and parents that detentions outside school   sessions may be used; and
• the detention is held at any of the following times:
a) any school day where the pupil does not have permission to be absent;
b) weekends during term - except a weekend during, preceding or following the half term   break; or
c) non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days', except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term.

The headteacher can decide which members of staff can issue detentions. For example, a headteacher could limit the power to heads of year or heads of department only, or they   could decide that all members of staff, including support staff, can impose detentions. This should   be
laid out clearly in the behaviour policy and communicated clearly to all pupils, parents, and   staff.

Matters schools should consider when imposing detentions

'What the law allows'.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

School staff should not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety. When ensuring that a detention outside school hours are reasonable, staff issuing the detention should consider the following points:

• whether the detention is likely to put the pupil at increased risk;
• whether the pupil has known caring responsibilities;
• whether the detention timing conflicts with a medical appointment;
• whether parents ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after-school detention where the pupil can get home safely; and
• whether suitable travel arrangements can reasonably be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

The use of reasonable force

Detailed advice is available in Use of Reasonable Force – advice for school leaders, staff and governing bodies. Headteachers and all school staff should read this guidance.

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Force may not be used to search for other items banned under the school rules.

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.

Searching, screening and confiscation

Detailed guidance for schools can be found in Searching, screening and confiscation at school. Headteachers and school staff should read this guidance.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary

penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff should consider whether the confiscation is proportionate and consider any special circumstances relevant to the case.

Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom.

As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition (see 'What the law allows' and 'Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)').

Removal should be used for the following reasons:

a) to maintain the safety of all pupils and to restore stability following an unreasonably high
   level of disruption;
b) to enable disruptive pupils to be taken to a place where education can be continued in a
   managed environment; and
c) to allow the pupil to regain calm in a safe space.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

Governance of removal

The Principal ensures that:-

a) removal may be used as a response to serious misbehaviour;
b) maintain overall strategic oversight of the school's arrangements for any removals, as set
   out in the school's behaviour policy;
c) make sure the reasons that may lead to pupils being removed are transparent and known to
   all staff and pupils;

d) outline in the behaviour policy the principles governing the length of time that it is appropriate for a pupil to be in removal;

e) the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff; and

f) design a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so.

Schools should collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal.

Schools should:-

make data-based decisions to consider whether frequently removed pupils may benefit from additional and alternative approaches (see 'Initial intervention'), a pastoral review or investigation by the Special Educational Needs Co-ordinator (SENCo), or whether specific departments or teachers may require more support.

Separately, schools should analyse the collected data to identify patterns relating to pupils sharing any of the protected characteristics and the removal policy is not having a disproportionate effect on pupils sharing particular protected characteristics (see 'Monitoring and evaluating school behaviour').

When dealing with individual removal cases, headteachers and teachers should:

a) consider whether any assessment of underlying factors of disruptive behaviour is needed; b) facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;

c) ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore, is not covered by this section; d) ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with;30 and

e) if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. These pupils should be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the mainstream school community.

Staff supervising areas used for removal should be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts. This is achieved through Team teach training.

Reintegration

Schools should have a strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension. This may involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies. Schools should consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour

Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The principal 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, by using their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'.

Managed moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 33 to 42 of the Suspension and Permanent Exclusion guidance) should be used.

Managed moves should only occur when it is in the pupil's best interests.

Behaviour outside of school premises

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

In response to non-criminal poor behaviour and bullying which occurs off the school including the sanctions that will be imposed on pupils (see 'Suspected criminal behaviour'). We collaborate with local authorities to promote good behaviour on school transport.

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 or 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; or
• that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Preventing recurrence of misbehaviour

Initial intervention following behavioural incidents

We adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

We have a system in place to ensure relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Examples of interventions schools can consider include:

• frequent and open engagement with parents, including home visits if deemed necessary; • providing mentoring and coaching;
• short-term behaviour report cards or longer-term behaviour plans;
• pupil support units (see below); and
• engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have.

The 'graduated response' should be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

Where we have serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required (see guidance Working together to safeguard children).

Monitoring and evaluating school behaviour

Schools are encouraged to have strong and effective systems for data capture, including all components of the behaviour culture. This should be monitored and objectively analysed regularly by skilled staff. Schools should have a clear monitoring and evaluation cycle with engagement from school leaders; doing so assists with reporting on behaviour culture clearly and accurately.

Schools are encouraged to collect data from the following sources:

• behaviour incident data, including on removal from the classroom;
• attendance, permanent exclusion and suspension data;
• use of off-site directions and managed moves;
• incidents of searching, screening and confiscation; and
• anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their
    perceptions and experiences of the school behaviour culture.

School leaders and staff should analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders should pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice may help a school ensure that it is meeting its duties under the Equality Act 2010.

Guidance on specific behaviour issues

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, schools should follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response.

Each incident should be considered on a case-by-case basis.

Schools should be clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. Schools should make clear to all staff the importance of challenging all inappropriate language and behaviour between pupils.

Schools should refer to the Respectful School Communities toolkit for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable.

Schools should never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. They should advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing (see 'Suspected criminal behaviour').

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of KCSIE provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward.

Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school should consider whether any disciplinary action is appropriate for the individual who made it as per its own behaviour policy. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.

Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Schools should be clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where a school suspects a pupil of criminal behaviour online, they should follow the guidance below on suspected criminal behaviour.

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most

appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. Schools should have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.

Mobile phones

All schools should develop and implement a policy that creates a mobile phone-free environment by prohibiting the use of mobile phones and other smart technology with similar functionality to mobile phones throughout the school day, including during
lessons, the time between lessons, breaktimes and lunchtime. Schools should refer to the department's guidance on mobile phones in schools when deciding on its own mobile phone policy.

The policy should reflect the school's individual context and needs and should make clear what rules pupils need to follow, what the consequences will be for breaching these rules, the role of staff in implementing the policy, and how reasonable adjustments and adaptations can be made for specific pupils who need them.

Simple and clear rules

Which are easy to follow help pupils meet the expected behaviours and make it easy for all staff to consistently enforce the school's policy. Schools have legal duties to support pupils with medical conditions and to take reasonable steps to avoid disadvantage to a disabled pupil caused by the school's policies or practices on mobile phones. Schools should assess each case for adjustments or adaptations on its own merits.

Suspected criminal behaviour

In cases when a member of staff or headteacher suspects criminal behaviour, the school should make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case.

These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, schools should ensure any further action they take does not interfere with any police action

taken. However, schools retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

Reports of child-on-child sexual violence and abuse can be especially difficult to manage and Part 5 of KCSIE provides guidance.

Sanctions and Rewards

Sanctions and rewards:

have been devised by the School Council
must be applied fairly and consistently across the school; must
not be degrading or humiliating to any pupil;
must be displayed in all classes;

A system is in place to ensure that no child never misses out on sanctions or rewards.

Calming Rooms

See policy

Exclusion

In exceptional circumstances that exclusion will be used as a sanction either as a: fixed term or

permanent exclusion

Pupil Support

A number of pupil support systems are in place and are proving effective in promoting good

behaviour. All school personnel work hard to ensure that these systems run smoothly.

Celebration of Good Behaviour

Good behaviour is celebrated at the weekly achievements assembly. But regular praise and

encouragement is part of the school ethos.

Outside Agencies

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

educational psychologist;
educational welfare officer;
School therapist;
School health nurse
Social Services.

Incidents

All incidents of bad behaviour are recorded on an incident sheet.
The co-ordinator thoroughly investigates all incidents and reports to the Principal.

Training

All school personnel:
have equal chances of training, career development and promotion   receive
training on this policy on induction which specifically covers:

Maintaining good order and discipline
Safeguarding pupils
The use of reasonable force
Dealing with bullying
Pupils at risk of disaffection
Pupil support programmes

receive periodic training so that they are kept up to date with new information
receive equal opportunities training on induction

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Keeping Pupils and Staff Safe – Management of behaviour in schools, including use of physical contact and restrictive / non-restrictive physical intervention to address difficult and harmful behaviour

Guidance for Schools

Contents

Positive behaviour in schools is key to academic achievement, and inseparable from safeguarding, the well-being of pupils / staff and all other aspects of learning.

There is much in educational literature on the requirement for a whole school approach when promoting healthy emotional wellbeing and positive behaviour.

School senior leaders should be active in promoting a positive approach to this and there should be a shared ethos for the school, which emphasises care, respect and responsibility.

The cornerstone of such an approach is that it is owned by the whole school community, including staff, pupils, parents and the school governors.

The Department for Education (DfE) requires every school to have a Behaviour Policy. This should set out a school's approach to behaviour for all children and also for those with more challenging or harmful behaviour.

It should be clear, well-understood by all pupils, staff and parents and consistently applied. It should also be transparent about the school's use of day-to-day physical contact with pupils and should set out very clearly its procedures and de-escalation strategies in respect of behaviour management.

It should include when a school may use restrictive and non-restrictive physical intervention as a response to difficult and harmful behaviour, how this is recorded and how it will be communicated to parents.

The policy must comply with the Equality Act 2010 (schools must ensure their policies and practices do not discriminate against any pupils by unfairly increasing the risk of exclusion for

them).

Schools consider behaviour (and responses to it) in the context of keeping children safe. Keeping Children Safe in Education (DfE, 2018) states that safeguarding and promoting the welfare of children is everyone's responsibility.

It states that "everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child".

The document 'Positive environments in which children can flourish' (Ofsted, 2018) sets out that staff should work 'positively and confidently' with children and find the least intrusive way possible to support, empower and them safe. It cites good practice as:

  building relationships of trust and understanding

  understanding triggers and finding solutions

  if incidents do occur, defusing the situation and/or distracting the child wherever possible, and periodically review, a written statement of principles to help leaders determine the measures that make up the school's behaviour policy.

There must be consultation with the principal, other appropriate members of staff, parents and all registered pupils before making or changing this 'statement of principles' – this supports the expectation that approaches to behaviour are owned by the whole school community.

A whole-school approach to the promotion of positive behaviour and emotional well-being enables staff to support each other and involves them in open discussions about behaviour and safeguarding, without individuals feeling their classroom management skills are being questioned.

Because staff support has been identified as one of the major factors in coping effectively with difficult and harmful behaviour, best practice is where they receive appropriate training which is regularly updated. Staff should be supported and empowered through training that identifies strategies to respond appropriately and, done effectively; this should reduce the number of significant incidents in future.

The Behaviour Policy should be sufficient for the majority of pupils. There will, however, always be a minority of pupils in any school whose needs are such that they lead to difficult

and / or harmful behaviour. Schools should seek to understand this behaviour and meet the needs of these pupils.

Best practice expects that they will use the One Plan framework to do this; assess, plan, do and review. These pupils will require an 'Individual Risk Management Plan' to formalise strategies that differentiate from policy.

Staff should be made aware of behaviours they will be dealing with for identified pupil and the plans put in place for them. The key to the success of any system is that all procedures are fully discussed, understood and implemented by staff, pupils and parents / carers.

Difficult and harmful behaviour

It can be very helpful to consider behaviour as a form of communication. When examining and talking about challenging behaviour, it is useful to separate it into two types: difficult behaviour and harmful behaviour (sometimes referred to as 'dangerous behaviour').

Difficult behaviour, in the school context, encompasses behaviour that has duration, frequency, intensity or persistence and is beyond the typical range for the school. It generally:

•interferes with the pupil's own and / or other pupils' learning;

•disrupts the day to day functioning of the school, making it a less safe and orderly environment

•is less likely to be responsive to the usual range of interventions identified within the school behaviour policy. It should be recognised that difficult behaviour may also include withdrawn behaviour, including refusal to respond or engage. Harmful behaviour in the school context encompasses behaviour that is generally:

•physically aggressive towards adults or other pupils (including pushing, punching, kicking, biting, scratching, spitting, head-butting)

•verbally abusive (and may include racist/homophobic/sexist abuse)

•destructive, including destruction of property and the environment;

•self-harming, including head banging, scratching, hitting, kicking, biting and poking

•striking another adult / pupil with an object

Responding to difficult behaviour

Evidence suggests that pupils do better where they have strong relationships with staff. It is these staff who will be able to support them at the times of most difficulty.

Therefore, developing good relationships with all pupils is a vital precursor to managing behaviour and supporting emotional wellbeing. Positive relationships are a protective factor in helping pupils become resilient.

The appropriate response depends upon the type of behaviour being exhibited and the needs of the individual pupil. That said, working with behaviour in schools should have an educational focus; the goal being to support the pupil back to the learning task and to engage in more pro-social behaviour.

All responses to difficult behaviour should be consistent, respectful, calm and logical. Evidence suggests that punishments alone have limited long-term effects, so it is important for the pupil to see a logical link between their behaviour and the response.

Consequences should have a clear link to the incident and help the pupil to learn how to behave more appropriately should a similar situation occur, tailoring this to the needs of the individual.

It is important to remember that some behaviour, which may be deemed 'difficult', may be characteristic of a particular need and particularly prevalent in pupils with learning disabilities or autistic spectrum disorders. These could include rocking, repetitive vocalisations, ritualistic hand movements and self-stimulation. It will be necessary to adopt a proactive approach to supporting pupils with these behaviours and to raise awareness of the behaviour within the school and explain why it is happening.

Responding to harmful behaviour

Most pupils do not display harmful behaviour. However, when such incidents occur, they are deemed serious and can cause a great deal of stress for those involved.

We have support systems, to include when a member of staff can call for assistance if needed.

Risk management plans are in place for those children requiring them – these should be understood and followed by all staff.

When faced with potentially harmful behaviour, a 'script' may prove useful in de-escalating it. The pupil should be spoken to calmly, assertively and respectfully at all times. Simple de-

escalation phrases are recommended: for example;

1.Name (Use the pupils' name).

2.I can see there's something wrong (acknowledge the right to their feelings).

3.I'm here to help (tell them why you are here).

4.Talk and I'll listen (it may be possible staff to find out how the situation has developed, or how it may be resolved).

5.Come with me and we can.......(give them an 'out' to withdraw from the situation)

During this period, the pupil should be given physical space and time to recover and respond to requests. Where de-escalation has not been possible, and difficult or harmful behaviour continues, they should be guided / supported from the classroom to a place of safety, with the assistance of another member of staff.

Where this is not possible, an alternative is for the rest of the class to be removed from a potentially dangerous or harmful situation.

Staff should always stay with the pupil, but at a safe distance (this is usually at least an extended arm's length away from them). At this point, it is important not to raise the stress of the pupil further.

Staff should maintain an open stance, actively guiding them to a place of safety, rather than blocking them or backing them into a corner, as this could escalate the situation.

Where a pupil has an agreed behaviour management plan, it should outline the approach to managing them and staff should follow the plan at all times to prevent further harmful behaviour.

It should be recognised that the member of staff in this situation may be stressed themselves and the use of simple de-escalation phrases (as above) may significantly help both staff and pupil involved.

In summary, best practice is that when any pupil behaves in a harmful way, staff must ensure that any action they take is clearly reasonable, proportionate and necessary in the circumstances.

The use of consequences

'Consequences' can be a useful response to particular behaviours. It is helpful to view consequences as protective and / or educational.

Protective consequences: required to protect the rights of others

•Increased staff ratio.

•Change of timetable.

•Arrangements for access to outside space.

•Escorts in social situations.

•Differentiated teaching space.

•Appropriate use of exclusion (using the time to reflect, amend plans and identify other appropriate interventions to support the pupil upon return).

•As part of safeguarding, following any serious harmful (or potentially harmful) incident, a risk assessment should be completed to inform planning and future practice within the behaviour management plan.

•Best practice suggests that all protective consequences should run alongside educational consequences, as there is the risk that long-term behavioural change will be limited without this. Educational consequences: required to motivate and support the pupil to behave differently next time.

•Ensure the pupil completes the task they have disrupted.

•Rehearse / model situations through intentional teaching of prosocial behaviour. •Ensure the pupil assists with repairs where they have caused damage (when possible and   practical).

•Intentionally provide educational opportunities for the pupil to learn about the impact of certain actions and behaviours.

•Provide the pupil with an opportunity to 'put things right' through a process of reflecting,

repairing and restoring relationships (the Restorative Justice approach is one that could be used).

Reflect, repair and restore

There is strong evidence that restorative processes where reflections and learning take place are successful in supporting wellbeing and long-term behaviour change. During any incident the pupil's behaviour may be influenced by a strong feeling of anger, frustration, or disappointment. It must be remembered that the pupil will not be ready to engage in anything until they have calmed sufficiently.

Once it is considered the pupil is ready for the restorative process, this can take place and should involve all relevant persons (for example, key staff, parents, other pupils). The purpose of reflect, repair and restore is to re-visit the experience with the pupil when they are calm, relaxed and receptive to being reflective about the incident.

The discussion, once the situation has been sufficiently calmed may be as follows:

1.Explore what happened (tell the story).

2.Explore what people were thinking and feeling at the time.

3.Explore who has been affected and how.

4.Explore how relationships can be repaired.

5.Summarise what has been learnt so there can be different responses next time.

Some examples of restorative questions within this discussion may be:

•What would you like to happen next?

•How can we make things better for you and others affected?

•If everything was going to be alright, what would need to happen?

•How can you help to put this right?

•How can we make it OK for you next time something happens? The discussion will very much be dependent on the age, understanding and other needs of the child. Use of physical contact. There are occasions when staff will have cause to have physical

contact with pupils for a variety of reasons, this may include:

•to comfort a pupil in distress (appropriate to their age and individual specific needs identified through a risk assessment);

•to direct a pupil;

•for curricular reasons (for example in PE, Music, Drama etc);

•in an emergency, to avert danger to the pupil or others;

The guidance produced by the Department for Education (July 2013) Use of reasonable force - Advice for headteachers, staff and governing bodies (DfE, 2016) states that:

"Schools should not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil or prevent them taking action needed to prevent a pupil causing harm."

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

•the pupil's age and level of understanding;

•the pupil's individual needs and history;

•the location where the contact takes place (ideally it should not take place in private without others present). When might you use physical contact? Schools may choose to use touch with children for a variety of reasons but, in general terms, they would normally do so for comfort, reward or guidance.

•It should be acknowledged that some children will not want to be touched. This should be respected. How might you use physical contact? Hugging, A sideways on hug, with the adult putting their hands on the pupil's shoulders is the safest way to do this as both hands of the adult can be seen.

•Hugging can be used either standing or seated. This discourages 'front on' cuddling and placing the adult's hands on the shoulders limits the ability of the pupil to turn themselves into them.

•Hand-Holding - It is natural that young children sometimes enjoy being able to hold hands

with adults around them. This is perfectly acceptable when the hand holding is compliant.

•However, if the handholding is being used by an adult as a method of control to move pupils, this can become a restraint. Therefore, the best practice is the use of the 'offering an arm'. This is done by the adult holding their arm out, and the pupil is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the pupils for a little extra security if it is required. In summary, it is generally deemed appropriate to touch others on the upper arm and shoulders.

•Lap-Sitting - There are clearly potential issues with this and, as such, lap-sitting should be discouraged, so neither staff nor pupils are vulnerable. Pupils should be taught to seek comfort / attention through other means. If a pupil attempts to sit on an adult's lap there should be immediate active guidance to a more appropriate seating position alongside the adult.

Use of reasonable force and restrictive physical intervention (restraint)

Keeping Children Safe in Education (DfE, 2019) states: "When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force".

The guidance produced by the Department for Education (July 2013) "Use of Reasonable Force" is helpful and the following section is directly from this guidance.

What is reasonable force?

•The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

•Force is usually used either to control or restrain. This can range from guiding a pupil to   safety by the arm* through to more extreme circumstances such as breaking up a fight

or where a student needs to be restrained to prevent violence or injury.

- *This must not involve gripping as it could result in harm to the child. Staff will need training if this is a regular occurrence.

- 'Reasonable in the circumstances' means using no more force than is needed.

- Control means either passive physical contact, such as standing between pupils, redirecting a pupil's path, or active physical contact such as escorting a child by the arm or arms out of a classroom. This should never involve pulling or dragging.

- 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 a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.* *Staff should receive training specific to the identified needs of their school which will significantly reduce the likelihood of this happening.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.

- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

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

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

- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Schools can use reasonable force to: This list is not exhaustive and provides examples of where reasonable can and cannot be used – this

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

- restrain a pupil at risk of harming themselves through physical outbursts. Reasonable force should only be used to avoid harm to the child or other and where all other strategies have been considered or attempted.

Key messages

Schools cannot use force as a punishment; - "it is always unlawful to use force as a punishment" (Use of Reasonable Force - DfE, 2013)

It must be emphasised that the vast majority of pupil misbehaviour can be managed without any use of force or restraint. All behaviour can be seen as communication.

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs (Behaviour and Discipline in Schools – DfE, 2016)

All members of staff have a 'Duty of Care' towards the children in their care. Therefore, if a child is likely to be at risk from harm in an emergency situation, action must be taken and this may include a physical intervention

The action taken will be dependent on the level of risk and the assessment that is made at that moment in time.

Where children show dangerous or harmful behaviour, identified through a risk assessment, then restrictive physical intervention may be considered as a strategy to manage harm. The necessity to use this should reduce over time. If incidents do not decrease, it is not a

successful strategy and risk management plan reviews need to take place regularly (at least termly).

The following principles must be borne in mind when considering any use of physical restraint:

• Physical intervention carries the possibility of being interpreted as an assault;

• Physical intervention may carry the risk of injury to the child or to the adult involved; • Any

consideration of the use of restraint or containment should only occur, as a last resort, where no

other intervention is feasible or effective; and

• The intention of any physical intervention must be clear

In short, staff should only intervene physically to restrain or contain a child:

• Where there is a clear danger to the child or others (including adults);

• Where all other interventions have failed or are not feasible;

• With the clear intention of removing the child from danger; and

• With the minimum force required to ensure the child's safety

■It is recommended that identified members of staff are appropriately trained in de-escalation techniques and the use of restraint. The Local Authority currently promotes the 'Steps' approach. This consists of:
'Step-On' - focus on de-escalation, analysis and planning around behaviour and non- restrictive physical intervention.

'Step-up' - focus on clearly audited need for restraint and appropriate training in line with this.

Withdrawal / isolation

Behaviour and Discipline in Schools (DfE, 2016) allows for schools to adopt a policy which provides for disruptive pupils to be supported in an area away from other pupils (in what are often referred to as seclusion or isolation rooms) for a limited period. If schools use such rooms, it should be a protective action and schools must always act 'reasonably' and 'proportionately'.

Any use of isolation that prevents a pupil from leaving a room of their own free will (including

locking a door, holding a door closed, handle or exit button placed out of reach of pupil) should not be a planned response to behaviour and only be considered in exceptional or emergency circumstances.

The school must ensure the health and safety of all pupils and any requirements in relation to safeguarding and pupil welfare. It is for individual schools to decide how long a pupil should be supported in isolation, and for the staff member in charge to determine what the pupil needs in order to re-engage with learning. Schools should ensure that pupils are supported in isolation for no longer than is necessary and that their time spent there is used as constructively as possible. Schools should also allow pupils time to eat or use the toilet as required.

The DfE advice does not allow for locking a child in a room as part of a behaviour policy: "Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances. The school must also ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare"
(Behaviour and Discipline in Schools – DfE, 2016).

Therefore, a pupil should not be forced to spend time on their own in a room as a planned response to behaviour (as concluded by the Child C versus Local Authority court case - Royal Courts of Justice 16th June 2011). If it is necessary to withdraw a pupil from a potentially harmful situation, it should be to a location where they can be continually observed and supported until they are ready to resume their normal activities. No pupil should be held in a room they are unable to leave, unless to do otherwise would place the pupil or others at risk of significant harm.

Managing allegations against members of staff / volunteers

Communication to parents / carers

Where it has been deemed necessary to use a restrictive physical intervention, the detail of this should be accurately recorded and the incident communicated to parents. Parents should be informed of the incident initially by phone and it should then be followed up in writing (this process should be set out in the school Behaviour Policy). Where it is necessary to exclude a pupil for the incident, there is separate guidance on exclusion and supporting model paperwork for schools to use to ensure they meet statutory requirements relating to this.

Our pupil discipline policy has been developed through consultation with all sections of the school community, including community representatives.

This policy, alongside our racial equality and anti-bullying policies and within the context of the School Improvement Plan, determines the boundaries of acceptable and unacceptable behaviour, the hierarchy of rewards and sanctions and how they will be fairly and consistently applied.

It is intended to:

1. Promote self-respect and self-discipline among pupils;
2. Establish the importance of good behaviour and mutual respect;
3. Encourage care and consideration for others;
4. Ensure acceptable standards of behaviour.

We recognise that it is vital to implement this behaviour policy through:

• Top management commitment towards being proactive;

• A clearly shared vision and strategy;

• Staff involvement and commitment;

• Communicating expectations and required contributions to outcomes;

• Setting realistic expectations with regard to timing.

Some Basic Principles

All members of the school community have:

• The right to feel safe;
• The right to be heard;
• The right to fair treatment;
• The right to be treated with respect;
• The right to learn, teach and perform their roles with confidence.

Building Effective Behaviour Management Into Whole School Planning

The aims and targets of our School Improvement Plan incorporate the aims and targets for behaviour management indicated within this policy.

We strive to ensure good behaviour through the formal and informal curriculum by:- • Setting good habits early, helping pupils establish regular punctual attendance and good behaviour from the start, involving parents in the process;

• Early intervention where there is poor behaviour or unexplained absence to ensure that these are not tolerated;

• Rewarding achievement and attainment by individuals and groups;

• Encouraging the use of behaviour management strategies within the classroom;

• Engaging all members of the school community in ensuring that rights indicated above are respected across the school site at all times.

Main Aims

• Promoting good, respectful behaviour in and around corridors, playgrounds and toilets;

• Promoting good, respectful behaviour in the immediate neighbourhood;

• Eliminating racist, sexist, religious, homophobic and other forms of insult and expressions of disrespect;

• The marginalisation of minority groups within the school community;

• Providing training and support to enable all staff to deal with these issues with confidence.

- Pupils are encouraged to have:-
-
- * Positive work ethic.
- * Caring for each other.
- * Behaviour around the classroom.

* Care of equipment.

Working in Partnership With

- *Pupils*
-
- Involving pupils can help reinforce school behaviour policies by active involvement in anti-bullying and harassment policies and contributing ideas through school council and in class discussions.
-
- *Parents*
-
- The school encourages parents to support good attendance and behaviour through regular contact with parents via parents' meetings other means of contact (email, telephone, meetings etc). Parents and pupils will be aware that the school has a clear duty of care for all pupils who attend.
-
- *Staff*
-

It is important that the same high standards of discipline are maintained by all for a consistent approach. It is not helpful if one member of staff allows pupils do one thing when another reprimands for it. However, an empathetic approach must be followed for different situations

regarding pupils. Just like the school complaints procedure, informal resolution is always the way to deal with any problem relating to discipline. Most disciplinary problems can be resolved quickly and informally. Children are children; if mistakes are made then it is important for lessons to be learned and for the children to be allowed to move on. It is also most important to seize every opportunity to praise and encourage pupils.

Overstone Park School is committed to ensuring that all members of our school community feel valued, respected and understood.

We agree that:

• Pupils treat all members of the school community with full respect, and according to their needs and rights;
• Racial, social, cultural and religious diversity is respected, valued and celebrated;
• Every student understands their rights and recognises their responsibilities;
• Every student, staff member and site user are able to fulfil their potential, unhindered by any form of prejudice, discrimination or harassment;
• Assault on, or abuse of any member of the school community whether this takes on-site or off-site, will be dealt with in the context of the school's Code of Conduct;
• The school will provide full co-operation with the police and other agencies in ensuring the self-confidence and safety of all site users.

How the School Promotes Good Behaviour

The school promotes good behaviour through:

• Home-school agreements;
• Working with parents to improve pupil behaviour; • Our
Code of Conduct;
• Behaviour management meetings;
• Involving the advisors in innovation;
• Working with School and Year Councils;
• Assemblies and curricular input;
• The use of open monitoring and referral procedures; •
Whole-school, year and departmental reward systems; •
Clearly identified procedures for sanction;
• The flexible use of First Base and learning mentors; •
Utilising advice and facilities available through the LEA; •
Professional development planning.
• Parents are consistently involved in this process.

• **School Rules**
•
•   Parents of children entering the school are sent a copy of the School Code of Conduct and their help is sought in reinforcing them.
•

All rules need to be discussed constantly and revisited by the class teacher many times; especially as new children begin school. Older children will often become good role models for the younger children and are expected to pass on good habits and help their younger counterparts.

Break Time Rules

-
- *1. Be polite to the teachers and visitors.*
-
- *2. No rude words!*
-
- *3. No sharing of food unless a teacher says so.*
-
- *4. Big children should not pick up little ones and swing them around.*
-
- *5. Do not kick stones.*
-
- *6. No climbing trees/fences.*
-
- *7. Be nice to others - don't leave others out of any game.*
-
- *8. Look after your equipment and uniform.*
-
- *9. At lunchtime try to keep the noise down by not talking/calling to people on other tables*
-
- *10. You must never leave the classroom without telling the teacher.*
-
- *11. Don't ever go out to play unless sent by a teacher.*

- ## Discipline
-
- Minor breaches of discipline should be dealt with by the member of staff. It should be recognised that the ideal is to keep punishment to a minimum, consistent with good order and satisfactory work. Where punishment is necessary it is important to follow up and make sure the punishments are carried out, do not assume that they will be.
-

Staff should correct bad manners at the dining table, in the classroom and outside. Pupils should say good morning, stand aside at doorway entrances and stairways, stand up to greet adults entering a classroom and be generally polite at all times. Slovenly dress poor speech, etc. should be corrected.

- ## Possible Sanctions
-
- There are many possible sanctions, including all of the following:
-
     Warnings.

Moving to another seat.
Redoing work.
Pink Form.
Red Form.
Working in isolation.
Recreational isolation.
Litter picking.
Detention (lunchtime, after school, or Saturday/Sunday – see notes below).
Weekly report.
Referral to the Principal.
Contact Parents.

Internal exclusion (ideal for boarders). **

- Fixed term exclusion (suspension). **

Permanent exclusion (expulsion). **

-

** The conditions for exclusion (suspension and expulsion) are set out in the School Rules. Overstone Park School makes it very clear to pupils and parents that certain types of behaviour will have serious consequences.

- *Red Form,* should be given according to the following guidelines:-
- Repeated inadequate prep.

Repeated late prep.
Repeated untidy/careless work.
Repeated incomplete work.
Repeated poor presentation.
Repeated failure to comply with uniform rules.
Repeated poor behaviour in dining room.
Prep not handed in without good reason.
Lack of co-operation in class.
Repeated disruptive behaviour in class/prep.
Failure to obey specific instructions or orders.
Insolence or answering back to a teacher.
Verbal or physical aggression
A student who receives multiple *Pink Forms* will be asked to see the Principal, who will discuss the reasons behind the warnings with the student. Further help to improve behaviour might involve a programme of behaviour management, or further sanctions, including *Red Forms*.

- Once on *Pink* or *Red Form* the problem behaviour needs to be ironed out. It is very important that parents are informed when a child goes on Review or Report. If the Review or Report is unsatisfactory, the Principal will be involved and parents will be called in.
-

Detention will take place either during morning break, lunchtime of after school between 3.15pm and 4.00pm.

Leadership and Management – Roles and Responsibilities

• The Principal takes overall responsibility for implementation of the behaviour policy.
• The policy is endorsed and adopted by the school and implemented by the school's management team.
• Our school appropriately ensures that there is awareness within our school community of the harm that unacceptable attitudes and behaviour cause.
• We agree that it is everyone's responsibility to deal effectively with all forms of unacceptable behaviour, whilst implementing proactive systems of reward.

Professional Development

We ensure equal opportunity of access to professional training and provide support to ensure that all staff feel supported in the sustaining of a whole school ethos focused upon high levels of attainment within a secure and safe environment. Colleagues, teaching and non-teaching, are encouraged to participate in training events inside and outside school hours.

These sessions focus not only upon levels of infraction. Their main concern is to establish strategies for emphasising attainment and achievement, and reinforcing success at both academic and behavioural levels.

Teaching and Learning

Promote self-discipline and proper regard for authority among pupils
Identify and promote the underpinning values that we hold dear.
Encourage good behaviour & respect for others and to prevent all forms of bullying among pupils.
Ensure pupils' standard of behaviour is acceptable.
Regulate pupils' conduct.

1. Our staff create an environment where all students can contribute full and feel valued. 2. Our teaching takes account of students' social and cultural backgrounds, linguistic needs and different learning styles.
3. Pupils are supported through target setting, the work of school and year councils, individual consultation procedures which involve parents when appropriate, assemblies and informal counselling in taking responsibility for aspects of their own educational, emotional and social development.

Attainment, Progress and Assessment

1. Our school has equally high expectations of all students and is committed to encouraging them to attain the highest possible standards.

2. Our school recognises and values all forms of achievement through reward systems which are constantly under review.
3. Student attainment and progress data are monitored against previously identified potential and evaluated to identify patterns of underachievement and success.
4. Behaviour and other related aspects of student progress are regularly monitored by Heads of Department and Year and managed through processes clarified in the Code of Conduct. .

Curriculum

All areas of the curriculum have strategies for rewarding success and managing inappropriate pupil behaviour.

Parental Involvement

The school supports parents in raising the levels of attainment of their children by

• Home – school agreements.
• Regular parents' meetings.
• Newsletters.
• Regular communication.
• Communications to celebrate success or express concern; •
Counselling programmes;
• Invitations to other events.

• **Positive Behaviour Strategies**
•
   All staff, when considering behaviour strategies, must ensure that the individual and circumstances of the pupil are taken into account. Where appropriate class teachers should be consulted before a particular strategy is decided upon. Relevant background information should be recorded in the child's individual pupil profile and passed on to staff as appropriate.
•
   Good work or behaviour is recognised through the house point system, (single house points only will be awarded to pupils for good work or behaviour, double house points may be given for outstanding work or behaviour.
•
   Appropriate behaviour may also be rewarded with praise, positive parent contact or class rewards e.g in the Junior School, choosing time.
•
   Adults will always outline their expectations of behaviour i.e. what the child is expected to do and explain why their current behaviour is unacceptable.
•
   Adults will ensure that children fully understand the consequences of their present course of action and choosing inappropriate behaviour.
•

Inappropriate behaviour will be dealt with as children will always be given the choice   of how they wish to behave.

- After a certain period of time the child will be given the choice to behave appropriately and rejoin the group or to remain separate.

- Class teachers will be informed of any inappropriate behaviour.

- Any continuing behavioural problems will be referred to the Director of Studies or Deputy Principal, and parents informed and invited to meet and talk with the relevant staff.

-
-
-
-
- ### Dealing with Difficult Behaviour
-
- Inevitably there will be some children, who because of difficulties they have faced prior to school admission, will need particular help and especially careful handling. Teachers must enlist support from at least one other colleague if a child is proving particularly difficult to handle.

- Where unacceptable behaviour requiring school consequences is identified, further interventions may be put in place to support the student. These may include:
- • Restorative meetings
- • Morning break isolations
- • Lunch time Isolations
- • Full Day Isolations
- • Community tasks
- • Behaviour Workshops
- • Parents/guardians meetings
- • Emotional Literacy Programmes

- The Principal is always available to support teachers when existing systems do not bring enough progress and improvement.   Attempts should be made to clearly acknowledge the level at which the child is operating and adjust expectations and activities commensurately. The SENCO teacher is always willing to support special programmes of work.

- Teachers undertake to make brief dated notes on any behaviour which is giving concern in the classroom. Often a pattern will emerge or a series of relatively minor incidents combine to give major concern. In such circumstances it is essential to have written notes as it is impossible to remember things accurately after the event.

- In the final analysis a referral to the Principal will usually result in a dialogue with parents. Subsequent self-referral to Child and Family Therapy is possible. Often behaviour which is contained within school is symptomatic of serious behavioural difficulties in the home.

- **The school does not use corporal punishment.**
-
- **Role of the Principal**
-
- The Principal is always on hand to offer support and advice to teachers and support or ancilliary staff alike.
-
- Being the ultimate authority in school it is unavoidable that there is very occasionally a confrontation with a child. They will always stay with a child in a crisis situation and will only return the child to the class when this has been resolved somehow, and when the child can see a way forward.
-
- The Principal aims to build secure and strong relationships with pupils whose behaviour is proving a problem to themselves and others. They will specifically try to befriend such children and help them in their efforts to improve their behaviour.
-
- In addition they will work closely with any parents requesting support with a particular problem.
-
- The Principal is responsible for sanctioning any home visits made and will receive a written report for each one. They will ask for the standard written notes made on any child with behavioural difficulties which need their personal intervention, and will then undertake to give the teacher, the child and the family every possible support.
-
   The school is absolutely committed to treating every incidence of bullying and racist name calling with great seriousness. Both things frequently manifest as part of a total picture of problem behaviour.

-
   In the case of bullying, the child who is bullying undoubtedly needs help, support and counselling, however first the bullying must be stopped in the interests of the other child or children. Both children are then carefully counselled, reassured and encouraged.

-
   Children are encouraged to write to their teacher or another member of staff if they find it difficult to talk to anyone. Any requests from a parent to investigate bullying are treated very seriously and acted upon immediately.

   Students who feel they cannot speak to a member of staff can leave an anonymous note in the house box outside the school reception room. This will be checked weekly and any information received this way will be dealt with appropriately and promptly by staff.

   Further information on how Overstone Park School deals with bullying is covered in   detail in the *Anti-Bullying Policy.*
-
- PRAISE & REWARD

-
- Praise / Rewards
- The system at Overstone Park School
-
- Praise and Rewards are one of the fundamental ways we demonstrate that we CARE. We set out to encourage a sense of belonging, community and ownership. •

- The school is continually developing and extending a range of events and activities which will encourage that sense of belonging. We CARE about embedding intrinsic motivation in all of our students and actively promote a growth mind-set. I
-
- In addition, rewards will be given in as many areas of school life as possible and form a continuous process throughout the school year.
-
- Rewards may also vary over the academic year according to on-going review and • research. The school will also apply a range of different rewards over the year according to how it feels outstanding behaviour, effort and academic achievement should be acknowledged.
-
-
-
- House points
-
- Throughout the school year all pupils are allocated into House groups, Namely Oak, Cedar, Sycamore and Willow. House points are then gained on the basis of academic and good conduct achievements.
-
- Teachers can award pupils throughout the school any number of house points they see fit to award individual child or house group accordingly. These are collated into House boxes and counted weekly in House Assembly.
-
- Pupils who lose or gain house points are acknowledged during house assembly and totals are added termly.
-
- At the end of the Academic year these totals are against each other and the house with the most house points at the end of the academic year are presented with a House Cup. •

- Merits
-
- To award a merit, the staff member simply writes the student's name on the card and, if s/he wishes, the reason for the award. The student passes the card on to his/her Form Tutor who places them in a box in the General Office.
-
- A member of the administration staff records these and as merits accumulate, at the end of each week. 50 merits is the equivalent of a £5.00 gift voucher. •

- Pupils are permitted to spend their merits weekly on a selection of merit prizes.

-
- Verbal praise – always the easiest to deliver and very effective…
-
- Achievement Award (termly)
-
- Pupil of the Month
-
- Trophies
-
- School council positions
- Prefects, librarians, house captains and monitors.
-
- Pupil's work is displayed ensuring that a range of different ability groups' work is displayed equally. The use of verbal praise is commonly used by staff to recognise effort and achievement.
-
- Social Media, Newsletter and 'Personal Best'
- Students' achievements are celebrated on a 'real time' basis in the school's Facebook and Twitter accounts, and in the weekly e-Newsletter and termly 'Personal Best' magazine. •

- Prize Giving
- At the end of each academic year Prize Giving awards are presented for effort and academic achievement in each subject.
-
- The school believes that rewards encourage success, commitment and a sense of achievement. Staff and students should take every opportunity to celebrate individual and group success.
-

Raising Awareness of this Policy

We will raise awareness of this policy via:

School Handbook/Prospectus;
School website;
Staff Handbook;
Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
School events;
Meetings with school personnel;
Written communications with home such as weekly newsletters and of end of half term newsletters;
Annual report to parents;
Headteacher reports to the Governing Body;
Information displays in the main school entrance;
Text messages
Email

Social media:
  o Facebook
  o Twitter
  o Virtual pin boards
  o School blog

Principal:	**Mrs M F Brown**	**Date**	**August 2025**

Appendix 1 – Behaviour Curriculum

Behaviour Culture

Academy Values	Gifted	Resilient	Engaged	Aspirational	Together	

The aims of the behaviour curriculum

Successful relationships are underpinned by the positive ethos promoted in the academy culture; a culture which demands high expectations of staff and pupils, and which also demonstrates respect, tolerance and understanding of difference, in the drive towards equity of opportunity and high aspirations for all. We aim to create a culture of exceptionally good behaviour: for learning, for community and for life.
We aim to build a community which values kindness, care, respect, tolerance, and empathy for others and to help learners take control over their behaviour and be responsible for the consequences of it. We encourage pupils to value the diversity in our society and the environment in which they live whilst becoming active and responsible citizens, contributing to the community and society.

Through encouraging positive behaviour patterns, we can promote good relationships throughout the academy community built on trust and understanding. We believe that as pupils practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

Modelling the Culture

Teaching the Curriculum

- Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. The Overstone Park School learning behaviour and expectations set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across school. The curriculum is taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects
- Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, the 'Overstone Park School learning behaviours curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching based on the ten 'Principles of Instruction' set out by Barak Rosenshine including regular quizzing to check and strengthen retention.
- Teachers will also demonstrate these behaviours and ensure pupils have many opportunities to practise these (particularly in the first few days of term). It is expected that all pupils will know this content.

The process for teaching behaviour explicitly is as follows

- IDENITIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach

There are three overarching behaviour principles		
Be Ready	**Be Respectful**	**Be Safe**
• We arrive at school on time, every time • We get to lessons on time. • We wear the correct uniform with pride and have the right clothes for PE and playing outdoors. • We make sure we have the right equipment for the day. • We take part fully in lessons and show resilience.	• We always listen when an adult is talking. • We always listen to pupils in our class giving ideas and feedback. • We are polite and show good manners to everyone. • We respect difference and know we are all equal. • We look after our equipment and share it. • We look after our environment and never drop litter. • We respect the law and the rules of school and society	• We follow instructions -first time, every time. • We do not tolerate bullying of any kind. • We walk sensibly around our school. • We line up sensibly. • We know who to go to for help and support. • We stay safe online and outside school. • We use equipment safely.

SEND: While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the curriculum unimpeded. The following programmes are used to provide additional support when necessary.

thrive Thrive	Team Teach	Trauma Informed
• The Thrive Approach is a developmental and traumasensitive approach to meeting the emotional and social needs of children. As a result of implementing the Thrive Approach, children and young people are better placed to engage with their learning and with life.	• The positive behaviour management strategies that Team Teach develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal deescalation techniques for dealing with challenging behaviour which reduce the need for physical intervention.	• Support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.

These approaches are linked to the PSHCE curriculum with regards to pupil wellbeing and mental health

Maintaining the Culture

Our curriculum comprises an entire planned educational experience making full use of opportunities for real world learning.	OPS Provides	Educational Visits including residential visits	Enrichment opportunities including visitors, memorable experiences.	Extra-curricular clubs	Rights Respecting	Overstone Park School Active	Assemblies
	PHSE	RSE	Computing	The Arts	Community Work, including charity awareness.	Physical Education	Expressive Arts and Design

Our Pupils will be taught and know the following expectations and routines.

Respectful – Manners	Uniform	Assembly	Moving around school	Dining Room
• Know that you should always say 'please' when you are asking for something. • Know that you should always say 'thank you' when you receive something or someone does something nice for you. • Know that you should let any waiting adults through a doorway before walking through yourself. • Know that you should say 'Good morning/afternoon' to adults if spoken to. • Know that it is polite to give eye contact to the person you are talking to. • Know that it is important to show gratitude to others by thanking people for what they have done for you • Know that if you respect someone, you have a good opinion of their character or ideas. Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision.	• Know that we wear full uniform and it is worn correctly - shirts tucked in etc. • Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately • Know that we can wear a watch and no other jewellery • Know to bring correct PE kit as appropriate	• Know that we enter/exit in silence and we walk into/out of the hall • Ensure uniform is worn correctly (tuck shirt in etc.) on entry and exit • Know the sitting space and in which order • Know the expectations for sitting • Know that we sit cross-legged with a straight back and hands still • Know that we face the assembly leader and face forwards with eyes on the speaker • Know that we use silent hands-up to contribute • Know that we use manners when speaking • Know that we participate actively – singing etc.	• Know that we walk around school in silence • Know that we walk in a straight line • Know that we line up in our agreed line order • Know that we are polite and courteous to adults / other children with a greeting • Know that we open doors for others • Know that we pick up litter, coats and resources if on the floor or untidy • Know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom) • Know that we follow corridor rules (if school has specific rules e.g. walking on a specific side of the corridor)	• Know that we wash hands before eating • Know that we use a quiet voice and talk to the children opposite or adjacent to them only • Know that we line up – one behind the other, quietly. • Know that when eating, we stay in our seats facing our food • Know that we use a knife and fork appropriately (this is explicitly taught in EYFS / KS1) • Know that we chew with our mouths closed • Know that we say please and thank you • Know that we put our hand up for adult attention • Know that we walk in the dining room • Know that if we have eaten a school dinner, we collect own rubbish and put in bin • Know that if we have eaten a packed lunch, we take wrappers home. • Know that we clear away our table space, cutlery, plate, cup and leave tidy. • Know that we ask an adult to leave the dining room *If school lines pupils up as they leave, specify the expectation in line with lining up expectation- see moving around school*

Attendance & Punctuality	Ready to Learn	Moving to the line (In class)	Communal Areas	Presentation in Books
• Know that you must try to attend school every day. • Know that you must try to arrive at school on time every day. • Know that attending school on time every day is important so that you don't miss important learning	• Know how to follow the stopping strategy: '3' stop what you are doing '2' everything out of your hands '1' eyes on the front/eye contact with adult, With no noise. • Know that we have good sitting posture: Ensure 6 feet on the floor Tummy Near Table (TNT) Bottoms in the Back of their Chair (BBC) • Know that we keep our workspaces /resources tidy (before/during/after work) • Know to be punctual • Know how to be ready for the lesson e.g., had a drink, toilet break etc. • Know that we walk to the line sensibly • Know that we line up in the order displayed in the classroom • Know that we place chair under the table when leaving a seat • Know that we walk in a quiet, calm manner around the classroom • Know that we treat equipment appropriately and with respect	• Know that we walk to the line sensibly • know that we line up in the order displayed in the classroom • Know that we place chair under the table when leaving seat • Know that we walk in a quiet, calm manner	• Know that we are respectful of the learning environment • Know to take care of displays when lining up • Know to place all litter in a dustbin, do not walk past • Know to walk around school in a quiet, sensible manner • Know that we pick up coats and place back on pegs / report to the class teacher	**We know how to set out our work in our books:** • Date – left hand side next to margin in words (except for day number); 6 digit format used in Maths books along with Roman numerals in Upper KS2 to reinforce • **Date underlined with ruler and sharpened pencil** • Learning objective – miss a line after date • **Error correction – ruled line through in maths; use of crosses round word(s) to be removed in other books** • Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil • **Maths books – one digit one square** question number followed by dot and then one square work on left hand side so right side can be used for marking and teacher modelling or further questions • Sketch books – use of words and labels following handwriting expectations. Use of rulers, pens and sharpened pencils. **We take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc**

Playtime Behaviour		Lining Up	Behaviour outside of school
• Know that you must walk from your classroom to the playground using Fantastic Walking. • Know that you must play safely without hurting anyone. • Know that we do not 'play fight' because we may hurt someone by accident. • Know that you must be kind, by including people in your games and sharing equipment. • Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people. • Know that, when called, you must line up in your lining up order quickly		• Know that we place our arms by our side • Know that we face forward • Know that we stand with straight backs / good posture • Know that we line up in silent • Know that we walk in single file • Know that we	• Know that when we are wearing your school uniform we are representing the school community and must always behave responsibly and respectfully. • Know that we should be considerate of other people arriving and leaving school. • Know that being considerate means thinking about other people's needs, wishes and feelings. • Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting. • We know how to stay safe online and use technology sensibly and safely. • We know who to go to for help and support

All adults in school will model expected behaviours by

Respectful – Manners	Uniform	Assembly	Moving around school	Dining Room
• Know that you should always say 'please' when you are asking for something. • Know that you should always say 'thank you' when you receive something or someone does something nice for you. • Know that you should let any waiting adults through a doorway before walking through yourself. • Know that you should say 'Good morning/afternoon' to adults if spoken to. • Know that it is polite to give eye contact to the person you are talking to. • Know that it is important to show gratitude to others by thanking people for what they have done for you • Know that if you respect someone, you have a good opinion of their character or ideas. Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision.	• Ensure uniform is correct at all times • Provide 'spare' correct uniform as appropriate • Engage in dialogue with families when uniform is not correct, to understand what causes this and break down barriers to wearing the correct uniform. Be understanding and fair yet uphold the standards expected • Check uniform regularly, in line with the routines part of this document • Present themselves in appropriate dress, in line with staff policy	• Verbally remind children of expectations and praise children for meeting them • Organise class into appropriate order in classroom • Ensure uniform is checked • Lead class into the hall and clearly indicate where children are to sit (ensuring adequate space for other lines/pupils) • Praise/remind children for following expectations of sitting and participation • Remind children to gain attention if necessary • Lead children into assembly modelling expectations • Actively engage with assembly • Ensure orderly exit from hall and return to class • Praise and reward as appropriate	• Regularly remind class of expectations when moving through school • Line the class up - establish a class order • Check smartness of pupils before and after moving • In instances of unwanted behaviour – stop the class and recap expectations • Be polite and courteous to adults / other children with a greeting and hold/open doors for one another • Take pride in appearance – shirts tucked in etc. • Praise and reward children • Model manners and showing courtesy to others- e.g., holding doors open • Do not set off with a class/group until all expectations are met- including uniform and volume	• Check uniform on entry and exit of dining hall • Use the trust 'attention' signal • Support and model to pupils to use knife and fork • Remind pupils of expectations • Monitor the cleaning of plates and cutlery • Check and remind of manner • Check spaces as pupils leave the eating space • Praise and reward the correct behaviour

Attendance & Punctuality	Ready to Learn	Moving to the line (In class)	Communal Areas	Presentation in Books
• Know that you must try to attend school every day. • Know that you must try to arrive at school on time every day. • Know that attending school on time every day is important so that you don't miss important learning	• Stop children using the agreed strategy: '3' stop what you are doing '2' everything out of your hands '1' eyes on the front/eye contact with adult, no noise • Establish, teach and model routines and expectations • Greet children and adults on entry to the room • Use clear instructional language • Be on time to each lesson	• Use agreed stopping strategies • Ensure children line up in order- in line with school decision on how that order is decided • Praise or stop and reinforce expectations as required	• Ensure tidy work spaces including their desk area • Ensure all space outside their classroom is clutter free • Pick up any rubbish and place in the dustbin, do not walk past it • Ensure all displays are kept in good order • Pick up coats and place back on pegs / report to the class teacher • Praise/reward/prompt children as required	• Ensure the front cover is neat and presentable- printed label name, year group or class, subject with capital letters appropriately used • Use laminate pouches to protect cover/back of book • Cut any sheets used down to size neatly, stick them in aligned to lines in the book and positioned with the margin. Use the appropriate amount of glue to stick in. • Follow the marking and feedback policy • Model the expectations of presentation in their marking – handwriting and no crossing out in pen
Playtime Behaviour	To be consistent in routines/behaviour/expectations Ensure allocated places for pupils – table/carpet Be organised and well prepared for the lesson: Ensure resources are ready and accessible – pencils sharp, dictionaries available, hand out on tables, books available, other resources required for lesson ready, supportive and challenge activities ready, CIP (communicate in print), water bottles etc. • Ensure workspaces/classroom is tidy, including their own desk Have the lining up order displayed in the classroom Use transitional songs /rhymes etc. where appropriate	**Lining Up**	**Behaviour outside of school**	
• Know that you must walk from your classroom to the playground using Fantastic Walking. • Know that you must play safely without hurting anyone. • Know that we do not 'play fight' because we may hurt someone by accident. • Know that you must be kind, by including people in your games and sharing equipment. • Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people. • Know that, when called, you must line up in your lining up order quickly		• Use agreed stopping strategies • Ensure children line up in order- in line with school decision on how that order is decided • Praise or stop and reinforce expectations as required	• Know that when we are wearing your school uniform we are representing the school community and must always behave responsibly and respectfully. • Know that we should be considerate of other people arriving and leaving school. • Know that being considerate means thinking about other people's needs, wishes and feelings. • Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting. • We know how to stay safe online and use technology sensibly and safely. • We know who to go to for help and support	

Embedding the Behaviour Curriculum

We ensure that the culture is reinforced when teaching curriculum subjects and through other teaching opportunities.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Behaviour Expectations and Routines	Reinforce Behaviour Curriculum – Routines and expectations Playground and lunchtime routines and expected behaviours Introduce weekly behaviour sprints that focus on Overstone Park School behaviours. Select School Improvers (pupil leaders)	Revisit learning behaviours and expectations – Weekly Sprints Announce termly House Point winners	Revisit learning behaviours and expectations - Weekly Sprints	Revisit learning behaviours and expectations – Weekly Sprints Announce termly House Point winners	Revisit learning behaviours and expectations - Weekly Sprints	Revisit learning behaviours and expectations - Weekly Sprints Teach routines and expectations explicitly as part of transition activities Announce termly House Point winners
Assembly Themes	Democracy and Mutual Respect (International Day of Democracy), Peace (International Day of Peace), Black History Month, World Mental Health Day, European day of languages	Remembrance, Individual liberty, Guy Fawkes, UK Parliament week, Diwali, International day of disabled persons, Human Rights Day, St Nicholas, Christmas	World Religion Day, Children's mental health week	Holi, Woman's History month, International Women's Day, Neurodiversity week, World Book Day, Ramadan, Easter	Ramadan & Eid-al-fitr, World Environment Day, VE Day	Happiness World Refugee Day, International Day of Friendship, LGBTQ+ month, Roma/traveler month, South Asian heritage month, Eid-al-adha
SMSC	British Value – Democracy and Mutual Respect	British Value – Individual Liberty	British Value – Equality	British Value – Mutual Respect	British Value – Tolerance of religions and cultures	British Value – Rule of Law
Safeguarding Curriculum	Mental Health Training Fire Safety y 2-6 Road Safety Y4	Anti – bullying week whole school. Safe touch Y1	Safer Internet Day	First Aid Training Road Safety Day – whole school Y6 Crucial Crew	Staying Safe in the Community: Playing out Staying Safe Conception and birth with school nursing team – Y6	Transition PANTS (NSPCC) KS1 Puberty- body changes Y5 FGM and sensitive issues – Y6
PHSE Curriculum	Being me in my world Votes For Schools	Celebrating difference How do we treat others with respect? Votes For Schools Anti-Bullying Week	Dreams and goals Identifying mental health worries and sources of support Votes For Schools	Healthy Me Taking personal responsibility Exploitation, including 'county lines' and gang culture Votes For Schools	Relationships How can we look after each other and the world? Votes For Schools	Changing Me Coping with change Preparing for transition Votes For Schools

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE Curriculum	Swimming & Water Safety – Year 5 Scotty's Heroes for UKS2 Playground Leaders established After school clubs start		Youth Sport Trust – Diversity in Sport		Show Racism the red card	Swimming & Water Safety
Computing Curriculum	E-Safety rules	Cyberbullying	Staying Safe Online: How to report a concern Safer Internet Day	Saying Safe Staying Safe: Making Friends online Online gaming and gambling Reducing screen time Dangers of online grooming	How to use technology safely, respectfully and responsibly;	Recognise acceptable/unacceptable behaviour;
Wider Community		Police Visit – Talk gangs / Knife Crime (Antibullying Week) Road Safety Week	Children's mental Health Week NSPCC Visit	International Week World Book day	Swimming and Water Safety	Being Responsible – Looking after the environment

Appendix 2

Overstone Park

School - Code of Conduct

	Misdemeanour	Degree	Teacher in Charge	Consequences
1.	Expected behaviour to be punctual. Lateness	Mild	Form Tutor	Brief Detention
2.	Expected behaviour to be punctual. Continuous lateness	Moderate	House Leader	Detention over 2 days
3.	Expected behaviour consistent attendance to school. Truanting	Major	House Leader & Principal	Contact Parent/Guardian Report Card
4.	Expected behaviour to be punctual. Continuous Truanting	Major	Principal	Contact Educational Welfare Officer
5.	Expected behaviour to access areas in the school permitted Unauthorised stay in school at breaktime	Moderate	Teacher on Duty / Form Tutor	Pick up litter in school grounds/ playground. Detention
6.	Expected behaviour to be in school uniform. Being out of uniform	Moderate	House Leader and Principal	1. Detention 2. Contact Parent/Guardian 3. Interview with parent/guardian and pupil
7.	Expected behaviour to be quiet and cooperative in class. Shouting out in class	Moderate	Form Tutor / House Leader	Detention Report Card

8.	Expected behaviour to respect your peers. Disrespect towards peers	Mild Moderate Major	Form Tutor House Leader Principal	Detention 1:1 Supervision Suspension
9.	Expected behaviour respect to be shown to teachers and all adults in the school. Disrespect towards teachers – unwilling, awkward behaviour	Mild Moderate Major	Form Tutor House Leader Principal	Detention 1:1 Supervision Suspension
9a.	Expected behaviour no fighting. Serious Fighting	Major	Principal	1:1 Supervision/Suspension
10.	Expected behaviour to be organise for lessons. Disorganised at lesson time	Mild Moderate	Form Tutor House Leader	1. Reprimand 2. Detention 3. 1:1 Supervision
11.	Expected behaviour is not to damage school property. To be respectful to all belongings in the school. Damage to school property - graffiti	Major	House Leader / Principal	1. 1:1 Supervision & contact parent/guardian 2. Report Card 3. Suspension 4. Permanent exclusion
12.	Expected behaviour to use equipment safely and with authorisation. Unauthorised use of school equipment	Major	House Leader	1. Detention 2. Report Card 3. 1:1 Supervision

13.	Expected behaviour to respect visitors. Disrespect to visitors(pupils)	Major	Form Tutor House Leader Principal	1. Detention 2. 1:1 Supervision
14.	Expected behaviour to avoid using bad language. Bad Language	Major	House Leader Principal	1. Detention 2. 1:1 Supervision 3. Suspension 4. Permanent exclusion
15.	Expected behaviour no smoking of any substance. Smoking or possessing cigarettes and/or any illegal substance in school	Major	House Leader Principal	1. Suspension 2. Permanent exclusion
16.	Expected behaviour to not behave indecently on or offline. Use the internet safely. Indecent Behaviour On or offline	Major	House Leader Principal	1. 1:1 Supervision 2. Suspension 3. Permanent exclusion
17.	Expected behaviour to be kind and considerate. Bullying Expected behaviour to be caring towards others and do not seek to harm them. Child and Child abuse	Major	House Leader Principal	1. Detention 2. 1:1 Supervision 3. Suspension 4. Permanent exclusion
18.	Expected behaviour is not to steal. Be honest. Stealing	Major	House Leader Principal	1. 1:1 Supervision 2. Suspension 3. Permanent exclusion
19.	Expected behaviour to stay on site to keep yourself safe.	Major	House Leader Principal	1:1 Supervision Suspension Expulsion

	Unauthorised leave of the school building or grounds			
20.	Expected behaviour to submit homework on time. Late Homework	Moderate	Form Tutor Principal	Detention Report Card
21.	Expected behaviour is to keep your work legible and tidy. Incomplete and untidy classwork	Moderate	Form Tutor House Leader	Detention Report Card
22.	Expected behaviour is tolerance and respect for others. Racism and discrimination	Major	House Leader Principal	1:1 Supervision Suspension Permanent exclusion
23.	Expected behaviour is to respect other people's belongings. Damage to pupils' belongings e.g. school bag, sports bag etc..	Major	House Leader Principal	1:1 Supervision Suspension Permanent exclusion
24.	Expected behaviour to not eat in class and do not bring chewing gum into school. Pupils Chewing Gum in School	Moderate	Form Tutor House Leader	Detention 1:1 Supervision
25.	Expected behaviour keep mobile phones at home or hand them into the office if you bring them in. Pupils bringing mobile phones into school. If	Major	House Leader Principal	Confiscation of Mobile for the period of 1 week Detention 1:1 Supervision Suspension

	mobile phones are required for use to and from school, then they must be handed into the school office when you arrive in the school building and collected when you depart.			
26	Expected behaviour is not to hurt or harm anyone verbally or physical. 8se the support that the school offers. Physical and verbal Aggression towards fellow pupils and/or staff members.	Major	Form Tutor Principal	Detention 1:1 Supervision Suspension Permanent exclusion
27	Expected behaviour is not to wear body piercing. Body Piercing with the exception of basic studs in the ear for girls.	Moderate	Principal	Removal, notification to parents. Suspension to remove if pupil refuses to remove the piercing in school.

I have read the school's code of conduct, and I understand and accept the set rules and consequences.

Parent Name: _____   Parent Signature: _____
Pupil Name: _____   Pupil Signature: _____

Principal Name: _____   Principal Signature: _____