



## The Circle Trust Document: Behaviour Policy

### Emmbrook Infant School

Author:	CEO
Approver:	Trustees
Owner:	Educational Outcomes
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Category of policy:	Adapt and Adopt

#### Changes History:

Version	Date	Amended by:	Substantive changes:	Purpose
1.0	25.5.18	Exec Head	New Document	First release
1.1	25.2.21	Executive Head	Substantial re-write	First review
1.2	11.10.22	CEO	<p>Policy adherence to updated DfE advice and guide</p> <p>Change throughout policy from the term fixed term exclusion to that of suspension.</p> <p>Inclusion of safeguarding responsibilities in relation to behaviour.</p> <p>Inclusion of child on child abuse</p> <p>Inclusion of online</p>	<p>Compliance with new statutory advice</p> <p>The revised Behaviour in Schools guidance <a href="#">here</a> (previously known as Behaviour and Discipline guidance) sets out advice to schools on developing and implementing whole-school cultures with high expectations of behaviour, in order to establish calm, safe and supportive environments conducive to learning. The revised Suspension</p>

				and Permanent Exclusion guidance <a href="#">here</a> provides greater clarity to headteachers, independent review panels and governing boards on their responsibilities when considering suspensions and permanent exclusions. It also provides best practice on areas such as managed moves and off-site direction to clarify the use of these interventions to schools, governing boards, and local authorities
1.3	7.11.22	Co Sec	<p>Section 14 (confiscation) replaced as part of new section 15</p> <p>Section 15 (search and screening) refreshed in light of the DfE Searching, Screening and Confiscation advice for schools <a href="#">here</a></p> <p>Review cycle changed to annual</p>	Compliance
1.4	15.12.22	Co Sec	Addition of new section 23 (Amendments to this policy)	Compliance
1.4	06.12.23	Headteacher	Adapted and adopted for Emmbrook Infant School in line with Trust Policy	Compliance

## Appendix A - Standards and Expectations of Behaviour at Emmbrook Infant School

At Emmbrook Infant School we believe that all our pupils have the right to learn in a safe environment and believe they should feel safe at all times.

### General guidelines for staff to follow to promote positive behaviour:

- Instil in the children an understanding of why good behaviour is so important by explaining the consequences of their actions.
- Create the conditions for an orderly community in which effective learning can take place, where there is mutual respect and a caring attitude between all members, and where there is proper concern for the environment.
- Develop in the children a sense of self-discipline and an acceptance and understanding of responsibility for their own actions.
- Ensure that children are aware of the ethos of the school and annually help to develop an effective team 'code of conduct'.
- Ensure that the behaviour policy is applied in a coherent, fair and consistent manner and is shown to be reasonable, sensitive and effective.
- Ensure that all children are aware of what is acceptable behaviour, both within school and out. If criticism is appropriate it should be constructive in its approach and include advice on how to improve behaviour.
- Encourage good manners, respect and politeness to all others with whom they come into contact.
- Support parents and carers with issues regarding behaviour.

### A description of responsibilities for all the members of the School Community

Staff and Governors	Pupils	Parents
To lead by example.	To support and care for each other.	To be aware of the school's values and expectations.
To be consistent in dealing with children.	To respect each other, our property and our work.	To support the values and expectations of the school.
To encourage the aims and values of the school among the children.	To listen to others and respect our opinions.	To ensure that children arrive on time each day and are collected at the correct time.
To have high expectations of the children.	To take responsibility for our own actions and behaviour.	To keep children at home when they are ill.
To meet the educational, social, and behavioural needs of the children.	To do as instructed by all members of staff (teaching and non-teaching).	To provide the school with an explanation of the reasons for any absence.

To provide an appropriate curriculum.	To observe the <del>Code of Conduct</del> <u>Golden Rules and Core Values</u> at all times.	To provide the school with an <u>up-to-date</u> emergency contact number.
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**The ways in which Emmbrook Infant School encourages respect for others:**

- Circle time – developing “language of feelings”
- Role play and Oracy lessons– listening skills
- Sharing skills – “news”
- Conflict resolution skills
- Respect for individuals
- Understanding of different cultures
- Peer mediation
- Core Values
- Golden Rules
- Assemblies
- Modelling

Low level behaviour management strategies	Positive strategies that are used
The Look!	Non-verbal approval
Proximity	Verbal approval / acknowledgement
Refocusing/diversions	Smiley faces / stickers
Simple directions	Use of the Silver Swans in assembly
Rule reminders	Headteacher’s Award
Non-verbal signs	Photos on the Golden Rules Rainbow
Traffic Light system	Values Leaves
Giving a warning of a consequence	<u>Gold Certificates</u>
Telling the child what they must do and finishing by saying “thank you” showing expectation that the child will do as you have asked.	<del>Class certificates of excellence</del>
	LTC awards
	Send to colleagues for praise
	Send to Headteacher for praise
	Circle time discussions

	<p>Awareness of potential problem areas and preventive interventions, eg rota for use of activity areas</p> <p>Sharing Golden rules at the beginning of the school year/term, Golden Rules available for all to see</p> <p>Catching pupils “getting it right” and highlighting this rather than focusing on negative behaviour, so that positive rather than negative behaviour receives attention. (Visual reminders</p>
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## Appendix B - Rewards system at Emmbrook Infant School

We encourage and reward good behaviour by:

- A private or public word of praise in front of a group, class, team or whole school.
- Lunchtime staff reporting good, helpful and kind behaviour to the class teacher. Lunchtime reward. Lunchtime behaviour books are kept by the Lunch time Supervisor and incidents of bad behaviour are logged and reported to the class teacher.
- A visit to another member of staff.
- A visit to the Headteacher and a personal sticker
- Celebration Assembly – Silver Swans. Head teachers award for politeness and good manners.
- Placing pupil photos on The Golden Rules Rainbow
- Awarding Values leaves in assembly
- Use of school reports and parents/teacher interviews to comment favourably, not only on good work and academic achievement but on behaviour, on involvement and on general attitude
- Giving children the opportunity to undertake specific areas of responsibility
- A letter or word to parents informing them specifically of some action or achievement deserving praise
- Reviewing and including new incentives for good behaviour
- Setting achievable targets to increase self esteem
- Discussing behaviour issues and solutions during group circle time
- Taking behaviour issues to the school council for discussion and solutions
- Gold Certificates

## Appendix C – Sanction system at Emmbrook Infant School

### Classroom Traffic Lights

Every classroom and all staff will use a traffic light system to encourage positive behaviour around school. On the rare occasion that a child has to be spoken to by the teacher more than once for the same reason, they will be asked to take a red card to the Headteacher. Parents will be informed.

During the final week of every half-term, children whose behaviour has been exemplary for the whole half-term are awarded a Gold certificates in assembly.

Our staff will aim to maintain good order and discipline at all times during the day, including midday break, when children are present on the school premises and whenever pupils are engaged in authorised school activities. However, we recognise that there will be occasions when children misbehave, either within school, including playtimes and lunchtimes, or during off site visits. We, therefore, propose that on these occasions a series of sanctions will be put into effect.

It must be stressed that these sanctions are a guide only and not to be treated as “law”. Each individual circumstance will be appropriately assessed and acted upon using these guidelines. It is important to remember that poor behaviour can stem from personal problems or difficulties. To punish the bad behaviour and ignore the reasons for it will have only a short-term effect and will not provide the long-term solution we expect at Emmbrook Infant School.

## UNACCEPTABLE BEHAVIOUR AT EMMBROOK INFANT SCHOOL

We divide unacceptable behaviour into three broad bands:

- a) **Level One:** misbehaviour that can be effectively managed within a classroom environment by the class teacher.
- b) **Level Two:** more serious misbehaviour that is not so easily managed within a classroom environment. Class teacher may involve parents. Notification of other staff. Informal involvement of Headteacher.
- c) **Level Three:** serious misbehaviour or persistent Level Two misbehaviour. Formal involvement of the Headteacher and parents. Additionally, the E.W.O. (Education Welfare Officer) and/or other outside agencies such as Foundry College may also become involved.

Level One
Unacceptable behaviours: <ul style="list-style-type: none"><li>➤ Not on task</li><li>➤ Disrupting other children i.e. chatting</li><li>➤ Distraction and interruption</li><li>➤ Answering back</li><li>➤ Not following the Golden Rules</li><li>➤ Telling lies and getting others into trouble</li><li>➤ Verbal abuse and minor language with peers</li></ul>

- Unsafe movement around the school
- Acts of violence i.e. hitting, kicking, thumping (generally in rough play and not a regular occurrence)
- Careless, accidental damage
- Sexual harassment

**Sanctions:**

1. The look!
2. Reminding pupils of school expectations-refer to signed Golden Rules
3. Repositioning of children
4. Catch them doing it right
5. Tell them why their behaviour is wrong
6. Peer reminders (use sensitively)
7. Use of Traffic Lights to remind
8. Private discussion with child
9. Use peer mediators to support pupil conflict
10. Informal talk with parents at the end of the day

**Level Two**

**Unacceptable behaviours:**

- Not on task after reminders
- Consistent and deliberate failure to complete tasks
- Refusal to obey instructions or complete work
- Answering back
- Deliberate destruction of property
- Taking and keeping things without asking
- Direct verbal abuse
- Premeditated, threatening behaviour against peers
- Repeated acts of violence i.e. hitting, kicking, thumping
- Persistent, systematic bullying and name calling
- Sexualised behaviours against another child

**Sanctions:**

1. Time out in the classroom
2. Loss of part of playtime
3. Informal meeting with parents and class teacher for persistent unacceptable behaviour and HT informed
4. Formal meeting between HT and child
5. Time out with HT
6. Playground Behaviour Book
7. Contribution towards partial cost of replacement if property broken
8. If applicable -Individual supportive strategies (targeted and on-going) in an Individual Behaviour Plan

Level Three
<p>Unacceptable behaviours:</p> <ul style="list-style-type: none"> <li>➤ Never on task</li> <li>➤ Major disruption of class activity</li> <li>➤ Vandalism of school buildings and property</li> <li>➤ Persistent stealing</li> <li>➤ Repetition of bullying incidents after Level Two intervention</li> <li>➤ Persistent bad language and verbal abuse to peers and adults</li> <li>➤ Repeated uncontrollable violent hitting, kicking and fighting in anger</li> <li>➤ Abusive, threatening behaviour towards staff</li> <li>➤ Aggressive violent behaviour with intent to cause deliberate injury to people or property</li> <li>➤ Refusal to obey instruction causing danger to themselves or others</li> <li>➤ Trying to leave school premises without consent</li> <li>➤ Racist abuse</li> <li>➤ Sexual violence</li> </ul>
<p>Sanctions:</p> <ol style="list-style-type: none"> <li>1. HT informed immediately</li> <li>2. Time out with HT supervision</li> <li>3. Parents invited into school for formal discussion with HT</li> <li>4. Action plan agreed involving school and parents</li> <li>5. Involvement of EWO, EP, Foundry College</li> <li>6. Behaviour contract PSP-supervised by HT</li> <li>7. <del>Fixed Term exclusion</del> <u>Suspension</u></li> <li>8. Permanent Exclusion</li> </ol>

**Staff have a Red Card which they can send to the office requesting adult help.**

Children are given 'time out' if they have been unkind to others in the playground. The time out is related to the age of the child, i.e. 4yrs old = 4 minutes, 5yrs old = 5 minutes etc and this is easily understood by all children. This time is used to reflect and calm down.

**Before and After School:**

At these times children are the full responsibility of their parents and as such should be supervised at all times. The school will not be responsible for incidents of bad behaviour that take place before and after school.

**BEHAVIOURAL SPECIAL NEEDS**

In the case of children identified as having "behavioural special needs", the school, acting in partnership with the parents of the child concerned, will draw up an individual behaviour plan. This plan will be designed to deliver improvements in the child's behaviour over a specified period of time.

While this may involve a more sensitive interpretation of this policy during the duration of the action plan, unacceptable behaviour will not be allowed to remain unacknowledged.

### **Managing challenging and unsafe behaviours in children with additional needs**

We believe that our ethos and behaviour strategies enable our pupils to feel safe, secure and successful in school

We understand that children with SEND do not always have control over their behaviours. However, the safety of all pupils and staff in our school is of the highest priority. Most pupils with SEND will not need additional behaviour measures put in place. Where behaviours become unsafe, support and advice is always sought from specialist agencies in the first instance with parental permission. If advised, a PSP is created.

Provision to manage challenging behaviours for safety reasons, could include:

- a bespoke curriculum to ensure success for the pupil
- Team Teach de-escalation strategies in trained staff
- Theraplay delivered by trained staff
- the use of a calm, safe place with doors always open
- 2:1 ratio of adults to children for safeguarding purposes if the pupil is on their own
- a reduced timetable in place to ensure successful sessions can be built on for the pupil

### **Sexual violence and sexual harassment between children in schools**

Sexual violence and sexual harassment can occur:

· Between 2 children of any age and sex

· Through a group of children sexually assaulting or sexually harassing a single child or group of children

· Online and face to face (both physically and verbally)

Sexual violence and sexual harassment exist on a continuum and may overlap.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

If a victim reports an incident, it is essential that staff make sure they are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse or neglect. Nor should a victim ever be made to feel ashamed for making a report.

When supporting victims, staff will:

- Reassure victims that the law on child-on-child abuse is there to protect them, not criminalise them
- Regularly review decisions and actions, and update policies with lessons learnt
- Look out for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where we identify any patterns
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

Some groups are potentially more at risk. Evidence shows that girls, children with SEN and/or disabilities, and lesbian, gay, bisexual and transgender (LGBT) children are at greater risk.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

If staff have any concerns about sexual violence or sexual harassment, or a child makes a report to them, they will follow the procedures set out in section 7 of the safeguarding policy.

## **Sexual Harassment and Violence**

~~**Sexual violence** means rape, assault by penetration, or sexual assault (intentional sexual touching).~~

~~**Sexual harassment** means unwanted conduct of a sexual nature — such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.~~

Each case will be dealt with uniquely and the response to each incident will be proportionate. For example, a 'lower-level' incident such as a sexist comment, may be dealt with through our SRE and PSHE curriculum. Different sanctions will be appropriate for different 'levels' of sexual harassment and sexist comments. All allegations will be taken seriously and dealt with swiftly and appropriately. All incidents will be recorded on CPOMs and parents will be informed as a matter of course.

## EXCLUSION

In the case of an extremely serious incident or series of incidents the Headteacher and Governing Body may commence proceedings to exclude the child from school in compliance with DfE (Social Inclusion: Pupil Support, Circular 10/99) and LA guidelines. However, this will always be a last resort and is likely only to be used where children or staff are put in danger. We will aid to support children at risk of exclusion or disaffection through a Pastoral Support Programme.

## ANTI-BULLYING POLICY

Children and parents must be confident that any form of bullying in school will not be tolerated and will be dealt with as appropriate and discrimination, bullying and harassment of disabled children will be dealt with very seriously.

However, we recognise that bullying may take place occasionally. As part of our Behaviour Policy we wish to encourage both parents and children to feel able to discuss any problems with staff. It is important that we stress our openness and willingness to listen to any concerns.

There are many definitions of bullying. We define a bully as:-

*When a child/children persistently cause distress to another child/children by verbal, non-verbal or physical means.*

Bullying will be dealt with immediately it is known, in accordance with our behaviour policy and taken to the Head teacher in line with the behaviour policy and dealt with accordingly and parents informed when necessary.

### Key Strategies for Tackling Bullying

We have a commitment on behalf of the Headteacher, Governors and all staff and pupils to tackle any bullying that might take place in school.

A positive approach will be taken to prevent bullying. As part of the Curriculum children will be encouraged to discuss what bullying is. They will discover, through drama and role play, what it feels like to be bullied/to bully. They will work through drama and discussion to foster sharing and kindness and to develop good social skills. The school council lead anti-bullying assemblies termly.

If a child or parent feels that an incidence of bullying has taken place, they should:-

- 1) Approach a member of the teaching staff or Governing Body with the information. If a child disclosed information to a member of the non-teaching staff or a Governor that adult should immediately inform the appropriate member of the teaching staff.

- 2) The teacher or Headteacher will listen to the parent/child concerned to ascertain the nature of the problem.
- 3) The appropriate teacher/team leader/Headteacher will then listen to all parties involved. If necessary, witnesses will also be involved, each individual giving their perception of the incident/incidents.
- 4) The investigator will discuss with the child/children concerned and try to resolve the issue. Hopefully, this will be the end of the matter with the incident having been fully discussed and the concern dealt with. However, the “bully” will be warned of the next stage if bullying persists, e.g.
  - a. The child will be sent to the Headteacher. The Headteacher will discuss the issue with the relevant members of staff, parents and children in order to develop an effective action plan.
  - b. The child’s name would be noted in CPOMS under behaviour by the Headteacher.
  - c. If the child continues to bully, the child and parents will meet with the Headteacher and a member of the senior management team to develop a detailed plan to resolve the issue. This may include support from outside agencies eg. Foundry College based at Wokingham Borough Council.
  - d. The child/ren who have been ‘bullied’ need to feel comfortable and be made aware that the incident has been dealt with.

All incidences of bullying which are brought to the attention of the Headteacher are reported to the Governing Body on a termly basis.

Please note that this policy applies only to incidents of bullying which take place on the school premises. The school is not legally responsible for bullying which takes place elsewhere. However, the school has an enduring interest in the welfare and conduct of our pupils and will respond positively to any information we receive about bullying outside school.

### **Monitoring and Evaluation**

CPOMS is used to record any unkind incidents and outcomes of intervention. Any incidents with a racist, sexist, disablist or homophobic element will be identified.

An annual report will be made to the Governing Body indicating the extent of the problem and any trends which may emerge.

Senior staff and Governors will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any ongoing concerns. These will be shared with staff, parents/carers and pupils.

Emmbrook Infant School  
Behaviour Support Plan



Pupil's Name:

Class:

Strengths	
Difficulties	
Strategies to support they child:	
Targets:	
Rewards:	Sanctions:

Teacher's signature:

Parent's signature:

Child's signature:

Date:  
Review Date:

**Emmbrook Infant School  
Behaviour Support Plan Review Meeting**



**Pupil's Name:**  
**Class:**

Child's comments
Parent's comments
Teacher's comments
Other comments:
Conclusion:
Plan to continue: Yes / No

Teacher's signature:  
Parent's signature:  
Child's signature:

Date:

Review Date if applicable:

## 1. Purpose of the Policy

- 1.1. The primary purpose of this policy is to set out the principles for securing high standards of behaviour.

## 2. Introduction

- 2.1. 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 are in is vital for all pupils to succeed personally. The law states: Every school must have a behaviour policy and that this policy is available for the Parent(s)/Carer(s). As such this policy is published on the school website or a hard copy can be requested by contacting the school reception.
- 2.2. Sanctions: the law permits various sanctions (sometimes called punishment).
- 2.3. The Headteacher has the legal right (which he/she delegates to designated staff) to impose all sanctions outlined in this policy without the agreement of the Parent(s)/Carer(s).
- 2.4. Teachers have statutory authority to discipline pupils for misbehaviour and for failure to follow reasonable instructions (Education and Inspections Act 2006 Section 90 and 91). This power extends to the disciplining of pupils in school and during educational visits or special events.
- 2.5. The power to discipline also applies to all teaching and support staff with responsibility for pupils.
- 2.6. Teachers can confiscate pupils' property.
- 2.7. Detention: The Parent(s)/Carer(s) consent is not required for detentions neither does the school have to give the Parent(s)/Carer(s) notice of after school detentions nor does the school have to explain the reason for the detention.
- 2.8. To be lawful any sanction must satisfy the following three conditions:
  - 2.8.1. The decision to sanction a pupil must be made by a paid member of school staff
  - 2.8.2. The decision to sanction a pupil and the punishment itself must be made on the school premises or whilst the pupil is under the charge of a member of staff: and

- 2.8.3. Must not breach any other legislation (for example disability, special educational need, race and other equalities and human rights) and must be reasonable in all the circumstances.
- 2.9. Physical contact: whilst corporal punishment is illegal, school staff can use reasonable force to control and restrain pupils where appropriate and in line with “Use of reasonable force Advice for Headteachers, staff and governing bodies” July 2013 [here](#).
- 2.10. In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. In serious instances, a pupil may need to be suspended or excluded.

### **3. The Aims and Objectives of the Behaviour Policy**

- 3.1. The Circle Trust has developed this policy to set out the principles a school expects in relation to standards of behaviour. This policy:
  - 3.1.1. Promotes learning by encouraging high standards of behaviour
  - 3.1.2. Ensures that consequences of poor behaviour are dealt with fully and fairly and consistently.

### **4. The Benefits of an effective Behaviour Policy**

- 4.1. An effective Behaviour Policy shows all stakeholders that the school manages behaviour in a fair, transparent, consistent, considered and responsible way.

### **5. The Structure and Administration of the Behaviour Policy**

- 5.1. The Trustees:
  - 5.1.1. Agree the Behaviour Policy, ensuring the policy is in line with The Circle Trust’s core values
  - 5.1.2. Approve this policy in accordance with Behaviour in Schools Advice for Headteacher and School Staff September 2022 [here](#) and Suspension and Permanent Exclusion from maintained schools, academies and pupil referral unit in England including pupil movement : Guidance for maintained schools and academies and pupil referral units in England September 2022 [here](#)
  - 5.1.3. Delegate authority to Local Advisors to convene Disciplinary Committees to consider parental representation regarding suspensions or permanent exclusions
  - 5.1.4. Arrange if required via the agency of the Trust’s Company Secretary an Independent Review Panel to review a Local Advisors’ Discipline Committee decision not to reinstate a permanently excluded pupil

- 5.1.5. Regularly review the Behaviour Policy
- 5.2. The CEO will:
  - 5.2.1. Operationally adhere to the Behaviour Policy
  - 5.2.2. Monitor and review the management of the Behaviour Policy
- 5.3. Local Advisors will:
  - 5.3.1. Adapt and Adopt the Behaviour Policy for their school
  - 5.3.2. Approve standards and Expectations of Behaviour set out in **Appendix A**
  - 5.3.3. Approve rewards system set out in **Appendix B**
  - 5.3.4. Approve sanction system set out in **Appendix C**
  - 5.3.5. Receive regular reporting on standards of behaviours from the Headteacher
  - 5.3.6. Ensure all exclusions from school are in accordance with the Suspension and Permanent Exclusion guidance [here](#)
  - 5.3.7. Convene Disciplinary Committees to consider parental representation regarding suspensions or permanent exclusions
- 5.4. A Headteacher will:
  - 5.4.1. Operationally adhere to the Behaviour Policy
  - 5.4.2. Lead and develop for their school:
  - 5.4.3. Standards and Expectations of Behaviour set out in **Appendix A**
  - 5.4.4. Rewards system set out in **Appendix B**
  - 5.4.5. Sanction system set out in **Appendix C**
  - 5.4.6. Ensure all members of staff are aware of, understand and consistently adhere to the Behaviour Policy
  - 5.4.7. Record and regularly report standards of Behaviour to Local Advisors
  - 5.4.8. Ensure all exclusions from school are in accordance with the Suspension and Permanent Exclusion guidance [here](#)

## 6. Safeguarding

- 6.1. Establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the school is a safe environment for all pupils.
- 6.2. This policy is aligned with the legal duties and standards relating to the welfare of children as set out in the statutory guidance Part 1 Keeping children safe in education (KCSIE). Where circumstances arise that endanger the safety of a pupil or staff member, this school will act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence

## 7. Standards and Expectations of Behaviour

- 7.1. This school encourages high standards of behaviour through a mixture of high expectations, clear procedures and an ethos that fosters self-control and mutual respect.
- 7.2. This school has simple rules and guidelines for pupil conduct. Guidelines for this school are designed to encourage high standards of behaviour and are set out in **Appendix A**.
- 7.3. Expectations of behaviour are developed to support orderly learning and safety of the school community. Basic expectations of all pupils include:
  - 7.3.1. Display courtesy, consideration and tolerance for others
  - 7.3.2. Follow instructions given by all members of staff
  - 7.3.3. Attend school in full uniform, worn correctly, on time with the correct equipment and being punctual to all lessons
  - 7.3.4. Complete work to the best of ability
  - 7.3.5. Respect the school environment, equipment and facilities

## 8. Rewards

- 8.1. High standards of behaviour are encouraged and where appropriate rewarded.
- 8.2. This school uses a range of options and rewards to reinforce and praise good behaviour. Rewards recognise exceptional conduct and achievement across an academic year and are awarded as set out in **Appendix B**.

## 9. Sanctions

- 9.1. The aim of a sanction is to help a pupil to understand the consequences of their actions.

- 9.2. Sanctions are applied in a fair and consistent way as a consequence of poor or inappropriate behaviour.
- 9.3. Sanctions can be applied for incidents outside of the school grounds e.g. on the way to and from school; on school trips etc. They may also be applied if a pupil brings the school into disrepute.
- 9.4. As a response to a pupil falling below the standards and expectations of behaviour the school may set a range of sanctions set out in **Appendix C**.

## 10. Expressing concern about a sanction

- 10.1. Parent(s)/Carer(s) have the right to raise concerns regarding imposition of a sanction. However, there is a clear expectation that the Parent(s)/Carer(s) will support the school and take its judgement as one that is professional and undertaken in the best interests of their child and the whole school community.
- 10.2. Disagreement with the imposition of a sanction is not in itself grounds for complaint. If a Parent(s)/Carer(s) disagrees with a sanction their child has received, they can seek to resolve the matter and should contact the members of staff below in the order given:
  - 10.2.1. The member of staff who imposed the sanction
  - 10.2.2. The Headteacher
- 10.3. If after the steps above have been followed and when a Parent(s)/Carer(s) is still not satisfied then they can make a complaint as set out in [The Circle Trust's Complaints Policy here](#).
- 10.4. If the sanction involves a suspension or permanent exclusion, then separate processes for making representations apply. Representations about the imposition of a suspension or permanent exclusion are not dealt with under the Complaints Policy. Statutory guidance sets out the process that will apply, depending on the level of sanction applied. The Parent(s)/Carer(s) are advised of these rights in writing when a suspension or permanent exclusion is set.

## 11. Exclusion

- 11.1. All suspensions and permanent exclusions must be in accordance with the Suspension and Permanent Exclusion guidance [here](#)

## 12. Pupils' conduct outside of the school gates

- 12.1. The behaviour of pupils outside school can be considered as grounds for exclusion, this is a matter of judgement for the Headteacher.
- 12.2. This school may discipline pupils for misbehaviour when a pupil is:

- 12.2.1. Taking part in any school-related activity
- 12.2.2. Travelling to or from school
- 12.2.3. Whilst wearing school uniform
- 12.2.4. Or if the misbehaviour could have repercussions for the orderly running of the school or poses a threat to another pupil or could adversely affect the reputation of the school or the Trust.

### **13. Setting of detentions**

- 13.1. If a detention is set during break or lunchtime reasonable time will be given to the pupil to eat and refresh.
- 13.2. If a detention is set after school the member of staff setting the detention will take into consideration the following points:
  - 13.2.1. Whether the detention will put the pupil at risk
  - 13.2.2. Whether the pupil has caring responsibilities
  - 13.2.3. Whether the pupil has suitable travel arrangements (the onus is on the Parent(s)/Carer(s) to make suitable arrangements).
- 13.3. This school will make reasonable efforts to advise Parent(s)/Carer(s) regarding the reason for a detention and when these are set.

### **14. Confiscation, searching and screening**

- 14.1. Searching, screening and confiscation is conducted in line with the Department for Education's [Searching, screening and confiscation advice for schools 2022](#).
- 14.2. Any prohibited items (listed below in section 14.3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.
- 14.3. Prohibited items on school premises or in an area where a member of staff has lawful control or charge of pupils include:
  - Aerosols
  - Alcohol
  - Stolen items
  - Energy drinks
  - Smoking paraphernalia (including e-cigarettes)
  - Fireworks
  - Pornographic images
  - Illegal substances
  - Matches/Lighters

- Knives/Weapons
- Laser Pens
- Any article that has been or is likely to be used to commit an offence, cause injury or damage to property

14.4. The school will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders in school and parents, if appropriate.

### Searching a pupil

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

14.6. Subject to section 14.7, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

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

14.7.1. The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

14.7.2. In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

14.7.3. It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

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

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

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

14.11. An appropriate location for the search will be found. Where possible, this will be

away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

- 14.12. Before carrying out a search the authorised member of staff will:
  - 14.12.1. Assess whether there is an urgent need for a search
  - 14.12.2. Assess whether not doing the search would put other pupils or staff at risk
  - 14.12.3. Consider whether the search would pose a safeguarding risk to the pupil
  - 14.12.4. Explain to the pupil why they are being searched
  - 14.12.5. Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
  - 14.12.6. Explain how and where the search will be carried out
  - 14.12.7. Give the pupil the opportunity to ask questions
  - 14.12.8. Seek the pupil's co-operation
- 14.13. If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.
- 14.14. If they still refuse to co-operate, the member of staff will contact the Headteacher or designated safeguarding lead (DSL), to try and determine why the pupil is refusing to comply.
- 14.15. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.
- 14.16. The authorised member of staff can use reasonable force to search for any prohibited items identified in section 14.3, but not to search for items that are only identified in the school rules.
- 14.17. The authorised member of staff may use a metal detector to assist with the search.
- 14.18. An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.
- 14.19. Outer clothing includes:

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

### **Searching pupils' possessions**

- 14.20. Possessions means any items that the pupil has or appears to have control of, including:
  - 14.20.1. Desks
  - 14.20.2. Lockers
  - 14.20.3. Bags
- 14.21. A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 14.3) and items identified in the school rules.
- 14.22. An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.
- 14.23. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

- 14.24. The staff member who carried out the search should inform the DSL without delay:
  - 14.24.1. Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 15.3
  - 14.24.2. If they believe that a search has revealed a safeguarding risk
- 14.25. All searches for prohibited items (listed in section 14.3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

- 14.26. Parents will always be informed of any search for a prohibited item (listed in section 14.3). A member of staff will tell the parents as soon as is reasonably practicable:

- 14.26.1. What happened
- 14.26.2. What was found, if anything
- 14.26.3. What has been confiscated, if anything
- 14.26.4. What action the school has taken, including any sanctions that have been applied to their child

#### **Support after a search**

- 14.27. Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).
- 14.28. If this is the case, staff will follow the Trust's safeguarding policy and speak to the school's DSL. The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

#### **Strip searches**

- 14.29. The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C.](#)
- 14.30. Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.
- 14.31. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.
- 14.32. Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

#### **Communication and record-keeping**

- 14.33. Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the pupil's parents to inform them that the police are going to strip search the pupil before a strip search takes place, and ask them if they would

like to come into school to act as the pupil's appropriate adult. If the school cannot get in touch with the parents, or they are not able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see section 14.39 for the role of the appropriate adult).

- 14.34. The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

#### **Who will be present**

- 14.35. For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.
- 14.36. One of these must be the appropriate adult, except if:
- 14.36.1. The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
  - 14.36.2. The appropriate adult agrees
- 14.37. If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.
- 14.38. No more than two people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.
- 14.39. The appropriate adult will:
- 14.39.1. Act to safeguard the rights, entitlement and welfare of the pupil
  - 14.39.2. Not be a police officer or otherwise associated with the police
  - 14.39.3. Not be the headteacher
  - 14.39.4. Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex
- 14.40. Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

#### **Care after a strip search**

- 14.41. After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to

express their views about the strip search and the events surrounding it.

- 14.42. As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).
- 14.43. Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.
- 14.44. Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

### **Screening**

- 14.45. If at any time the Headteacher or DSL considers it appropriate for a pupil to be screened, an individual risk assessment will be written in liaison with the pupil's parents or carers which outlines how this will be managed and the reasons for such action.

## **15. Dealing with Mobile Phones and other Electronic Devices**

- 15.1. The decision to permit pupils to have in their possession or use mobile phones on the school site is at the discretion of the Headteacher.
- 15.2. Pupils, with their Parent(s)/Carer(s), permission bring a mobile phone into school at their own risk. This school is not liable for loss or damage to a phone and as such recommends that very expensive phones are not brought into school.
- 15.3. Mobile phones may also be confiscated.
- 15.4. This school permits a member of staff (nominated by the Headteacher) to examine the content of electronic devices if there is good reason to do so.
- 15.5. If offensive or inappropriate material that could cause intended or unintended harm is found, they may retain the device or they may erase the material if there is good reason to do so. If the material is of a very serious nature and certainly in respect of safeguarding a young person, it will require the involvement of the police.
- 15.6. The member of staff must have regard to following guidance issued by the Secretary of State when determining what might constitute "good reason". This would include the member of staff reasonably suspecting that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or to go against the behaviour expectations of the school or a device used to deliberate cheat

in an examination (internal or public).

- 15.7. The use of mobile phones and/or any other electronic device for the recording (whether audio or video) of any member of staff or another person is against the rules of this school and reasonable and appropriate sanctions may be imposed for infringement.

## **16. Child on Child abuse**

- 16.1. Sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned.
- 16.2. In this school sexually abusive language or behaviour will not be normalised by treating it as 'banter', an inevitable fact of life or an expected part of growing up.
- 16.3. Following any report of child-on-child sexual violence or sexual harassment offline or online this school will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5.
- 16.4. 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. Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future.

## **17. Behavioural Incidents Online**

- 17.1. This school recognises the way in which pupils relate to one another online can have a significant impact on the culture at school.
- 17.2. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Whilst the online space differs in many ways this school expects the same standards of behaviours apply online as off line specially that everyone should be treated with kindness, respect and dignity.
- 17.3. When an incident involves nude or semi-nude images and/or videos, this school will follow the principles as set out in Keeping children safe in education.
- 17.4. Many online behaviour incidents amongst children and young people occur outside the school day and mainly off the school premises. Parents are responsible for this behaviour. But this school may, in accordance with this policy, sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the school.

## **18. Anti-bullying statement**

- 18.1. In accordance with “Preventing and tackling bullying advice for Headteachers, staff and governing bodies” July 2017 [here](#) bullying of any kind is unacceptable and will not be tolerated.
- 18.2. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.
- 18.3. Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, this school creates a safe, disciplined environment where pupils are able to learn and fulfil their potential.
- 18.4. This school’s response to bullying does not start at the point at which a child has been bullied. This school is proactive in preventing bullying occurring in the first place. This involves talking to pupils about issues of difference, in lessons, through dedicated events or projects, or through assemblies.
- 18.5. This school creates an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.
- 18.6. In accordance with The Equality Act 2010 [here](#) this school has due regard to:
  - 18.6.1. eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act,
  - 18.6.2. advance equality of opportunity between people who share a protected characteristic and people who do not share it.

- 18.6.3. Fostering good relations between people who share a protected characteristic and people who do not share it.
- 18.7. This school does not tolerate provocative behaviour which includes:
- Incitement of others to behave in a particular way that discriminates against a person(s) identity
  - The wearing of badges or insignia that cause offence
  - Identity based comments in the course of discussion in lessons.
- 18.8. This school does not tolerate violence or physical assault against a person or group because of their identity.
- 18.9. This school does not tolerate verbal abuse or threat
- Derogatory name-calling, insults, identity jokes and language.
  - Ridicule of an individual for identity differences, e.g. food, music, dress, worship patterns.
- 18.10. This school does not tolerate possession/distribution of racist material
- Bringing discriminatory materials such as leaflets, comics, magazines or computer software into school
  - Using the school's computer systems to access and distribute any discriminatory material
  - Attempts to recruit other students to discriminatory organizations and groups
  - Refusal to co-operate with other students because of their identity.
- 18.11. This school does not tolerate Social Media abuse.
- 18.12. All pupils and staff have the right to feel safe. No pupil or members of staff should ever feel threatened by another person's behaviour. Any reported bullying incident will be taken seriously and dealt with.
- 18.13. Victims of bullying:
- 18.13.1. Can expect to have the matter followed up and dealt with
- 18.13.2. Can expect staff to listen sympathetically and privately.
- 18.13.3. Can expect support and protection until the problem is solved. The nature and level of support will depend on the individual circumstances and the level of need. These can range from a quiet and supportive word from a teacher that knows the pupil well, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

18.14. Those exhibiting bullying behaviour:

18.14.1. Can expect to have their behaviour followed up and dealt with.

18.14.2. Will be helped to understand why their behaviour is unacceptable and change their attitude.

18.14.3. Sanctions will apply to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

18.14.4. Although bullying in itself is not a specific criminal offence, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

18.14.5. Can expect their parent(s)/carer(s) to be informed.

18.15. The setting of standards with pupils regarding anti-bullying are promoted:

18.15.1. At whole-school level, through assemblies

18.15.2. At class level through the Personal, Social, Health and Careers Education (PSHCE) programme.

## **19. How pupils who are experiencing behavioural difficulties will be supported**

19.1. Where it has been noted that behavioural concerns are becoming persistent or frequent this school will ensure that pre-emptive measures are taken to prevent the escalation of the difficulties and will offer the following support as a guideline:

- Use of data to analyse patterns of behaviour
- Contact with the Parent(s)/Carer(s) at an early stage. Regular contact if there is escalation
- Placement on an internal Report and or Pastoral Support Plan using a staged

and individualised approach

- Rewards and celebration of successes – individualised if appropriate
- Use of internal support systems as required e.g. mentoring
- Referral to external support agencies where needed e.g. including GP, NHS services, trained professionals working in specialist CYPMHS (Children and Young People’s Mental Health Services), voluntary organisations and other sources.

19.2. Behaviour difficulties can, in some cases, be an indicator of mental health problems which manifest themselves in behaviour in accordance this school supports pupils in accordance with “Mental health and behaviour in schools” November 2018 [here](#).

19.3. Behavioural difficulties can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Please refer to The Circle Trust’s Safeguarding Policy [here](#).

19.4. Behavioural difficulties can be a result of unmet need, therefore this school will take a holistic view of patterns of behaviour, type of behaviour and impact of support strategies when determining the most appropriate sanction or indeed reward. Reasonable and appropriate adaption will be made to support pupils with special educational needs. Please refer to The Circle Trust’s Special Educational Needs and Disability Policy [here](#).

19.5. Where there is the risk of exclusion of a pupil with an Education Health and Care Plan (EHCP) or is a Looked After Child (LAC) the Headteacher will work in partnership with other external agencies to consider additional support. This will involve the consideration of calling an early annual review or interim/emergency review.

## **20. How Parent(s)/Carer(s) whose children are experiencing behavioural difficulties supported**

20.1. The relationship between the school and the home is crucial in both ensuring academic success and in supporting those pupils who are experiencing behavioural difficulties. This school will always seek to build positive relationships with family members to enable a constructive partnership. Good communication is key and this will include:

20.1.1. Parents evenings, meetings and calls.

20.1.2. Letters home regarding child’s behaviour, including praise and positive feedback

20.1.3. Meetings at request with appropriate member(s) of staff for early intervention

20.1.4. Referrals made to relevant agencies

20.1.5. Reintegration meetings to reflect on poor behaviour, working

together to ensure future success.

- 20.1.6. Where necessary amended curricula or timetable to support a clear need.

## **21. Pupil Transition**

- 21.1. This school will make provisions for all new pupils to ensure they understand the school's behaviour policy.
- 21.2. Where necessary, extra support and induction should be provided for pupils who are mid-phase arrivals and will take into account pupils with additional needs such as SEND and/or EAL.

## **22. Staff Induction and training**

- 22.1. Staff in this school receive training which is required for them to meet their duties and functions within the behaviour policy. Behaviour management systems in this school are an essential part of a member of staff's induction.
- 22.2. All behaviour management training is aligned with the new Initial Teacher Training (ITT) Core Content Framework and the Early Career Framework (ECF) together with the suite of National Professional Qualifications.
- 22.3. This school will have ongoing engagement with experts, such as Educational Psychologists and other staff such as counsellors and Mental Health Support Teams, to help to inform effective implementation, of this behaviour policy.

## **23. Amendments to this policy**

- 23.1. The CEO, the Trust Safeguarding Lead and/or any officer of the Trust nominated by the CEO is authorised to amend this policy to reflect changes in personnel or procedure or changes in legislation or DfE guidance.
- 23.2. Any such amendments must be reported to the next meeting of the Educational Outcomes Committee (or whichever Committee has oversight of and authority to approve this policy).

