



Behaviour Policy

Responsible Staff	ACO
Governors Committee Responsible	Full Governing Board
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Behaviour Policy

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1. Vision & Aims

Vision:

The Governing Body and Senior Leadership Team believe that every member of the Exhall Grange School community has the right to feel secure and respected within the school environment. Due to the nature of their additional needs, many of our pupils need significant support in the development of appropriate personal and social behaviours in line with the Exhall Grange value 'Be your best self'. This learning forms an integral part of the school's curriculum and the Behaviour Policy. Parents/carers should be involved in a discussion about strategies and techniques being used so that there is a consistent approach both in school and at home.

We understand that all behaviours are a form of communication. It is our duty as professionals to use our skills and judgement to establish the meaning behind negative behaviours. At Exhall Grange School we are passionate about celebrating the learning and achievement of all and are committed to safeguarding and promoting the welfare of all pupils and expects the whole school community to share this commitment. We are committed to developing the personal development, behaviour, and attitudes of all of our pupils.

Where sanctions are used those should always be applied fairly, consistently, proportionally, and reasonably, considering special educational needs, disability, and the needs of vulnerable children, offering support as necessary.

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Aims:

Exhall Grange School aims to produce confident, caring and resourceful young people by recognising their equal worth and developing their full potential.

- 1.1 To create a school ethos, where mutual respect is demonstrated and expected.
- 1.2 To encourage helpful, co-operative, appropriate behaviour by pupils towards everyone.
- 1.3 To provide pupils, parents/carers and staff with clear structures and procedures for encouraging positive behaviour.
- 1.4 To create a suitable learning environment which encourages a positive attitude towards work.
- 1.5 To enable pupils to operate within clear boundaries of what is/is not acceptable behaviour.
- 1.6 To ensure that pupils understand the consequences of inappropriate, thoughtless and unacceptable behaviour.

2. Legislation, statutory requirements & guidance

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

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024](#)

[Searching, screening and confiscation: advice for schools July 2022](#)

[The Equality Act 2010](#)

[Keeping children safe in education 2024](#)

[Suspension and permanent exclusion guidance](#)

[Use of reasonable force in schools July 2023](#)

Section 175 of the [Education Act 2011](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2008](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

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

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

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Reviewing and approving the written statement of behaviour principles

Reviewing this behaviour policy in conjunction with the headteacher

Monitoring the policy's effectiveness

Holding the headteacher to account for its implementation

3.2 The headteacher

The headteacher is responsible for:

Reviewing this policy in conjunction with the governing body.

Giving due consideration to the school's statement of behaviour principles

Approving this policy

Ensuring that the school environment encourages positive behaviour.

Ensuring that staff deal effectively with poor behaviour.

Monitoring that the policy is implemented by staff consistently with all groups of pupils.

Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.

Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.

Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.

Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.

Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

3.3 Teachers and support staff

Staff are responsible for:

Creating a calm and safe environment for pupils

Establishing and maintaining clear boundaries of acceptable pupil behaviour

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Implementing the behaviour policy consistently

Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

Modelling expected behaviour and positive relationships

Providing a personalised approach to the specific behavioural needs of particular pupils

Considering their own behaviour on the school culture and how they can uphold school rules and expectations.

Recording behaviour incidents promptly

Challenging pupils to meet the school's expectations.

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

3.4 Parents and carers

Parents and carers, where possible, should:

Get to know the school's behaviour policy and reinforce it at home where appropriate.

Support their child in adhering to the school's behaviour policy.

Inform the school of any changes in circumstances that may affect their child's behaviour.

Discuss any behavioural concerns with the class teacher promptly.

Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.

Take part in the life of the school and its culture.

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

3.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

The expected standard of behaviour they should be displaying at school.

That they have a duty to follow the behaviour policy

The school's key rules and routines

The rewards they can earn for meeting the behaviour standard.

The pastoral support that is available to them to help them meet the behavioural standards.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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

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

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

4. Child on Child Abuse (Including Bullying)

Child on Child abuse is taken very seriously at Exhall Grange School and can include: bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children, physical abuse, sharing of consensual or non-consensual images of videos, causing someone to engage in sexual activity without consent, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as child-on-child abuse.

The school works proactively to prevent child on child abuse by providing a safe and supportive environment.

All members of staff are made aware of the school's policy and procedures with regards to child-on child abuse. The school will ensure staff understand what is meant by child-on-child abuse. The school will ensure that everyone understands what child on child abuse is and how to deal with it through: clear communication of this policy to parents/carers, pupils, staff, and governors; lessons, assemblies and the PHSE curriculum; regular reminders about 'Be your best self' behaviour during lessons and everyday activities within the school rules and interventions for victims and perpetrators.

Although it is recognised that if there are no reported cases, such abuse may still be taking place. If an allegation of child-on-child abuse is made, the school will investigate this thoroughly and provide targeted support for both the perpetrator of the abuse and the victim. Dependent on the severity and nature of the abuse, external advice and support will be sought including Educational Psychology, CAMHS and MASH.

In the event that an allegation of child-on-child abuse is made, victims, alleged perpetrators and any other pupils affected will be supported.

It is recognised that specialist support maybe needed to support pupils and to deploy strategies for improving the self-esteem of and offering care for the victim e.g., inter-agency work (Education Welfare Service, counselling), resolution meetings, rewards, listening and valuing what the victim says, giving direct access to pastoral support and the mental health and wellbeing team.

Senior Leadership Team & Designated Safeguarding Leads will provide the following support for perpetrators: involvement of Social Care if appropriate, record all incidents/actions on CPOMS, deploy strategies for changing the behaviour of the perpetrator e.g., inter-agency work and interventions, resolution meetings, behaviour support plans, mentoring etc, referral to a counsellor; referral for intervention, referral to appropriate external agencies (These maybe specialist in nature dependent upon the severity and nature of the abuse)

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In cases of severe and continued abuse, The Senior Leadership Team & Designated Safeguarding Leads will:

- Exclude the pupil if appropriate.
- Involve MASH and the Police if appropriate.

Bullying

Exhall Grange School has a zero-tolerance approach to Bullying.

Bullying is defined as “When a person’s or group of people’s behaviours, over a period of time, leaves someone feeling one or more of the following:

- Physically and/ or mentally hurt or worried
- Unsafe and/ or frightened
- Unable to do well and achieve
- ‘Badly different’, alone, unimportant and/ or unvalued
- Unable to see a happy and exciting future for yourself It could be bullying.

When a person, or group of people, has been made aware of the effects of their behaviour on another person, and they continue to behave in the same manner, this is bullying.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

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TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

All incidents of bullying must be recorded on CPOMS clearly recorded as a bullying incident.

As many of our pupils have social interaction difficulties, it is vital that staff take the role of ‘teaching them a better way’ as well as imposing any sanctions for the bullying. Many of our pupils find empathy a difficult concept and it is hard to see the impact of their behaviour on other people. Following an incident of child-on-child abuse, all pupils involved should have the opportunity to debrief with a member of staff using their preferred method of communication. Rather than just saying ‘sorry’, time should be taken to work through restorative approaches and to check understanding of how and why the incident happened and what could be done differently next time.

Within the PSHE curriculum, bullying, relationships, sex education and friendship issues are also taught. Through a broad and balanced curriculum, pupils are taught how to recognise signs of anxiety in themselves as well as procedures to follow if they witness or experience any form of child-on-child abuse. Pupils also take part in safe behaviour sessions at various different levels depending on age and stage of development. The school council has an active role in ensuring that peer support and the profile of anti-bullying is raised across the school community.

5. School Behaviour Curriculum

Pupils are expected to:

- Promote the school value of ‘Be your best self’.
- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Treat the school buildings and school property with respect.
- Wear the correct uniform/attire at all times.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

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5.1 Mobile phones

Please refer to Mobile Phone Policy for Pupils.

www.exhallgrange.co.uk/wp-content/uploads/2024/02/Mobile-Phone-Policy-for-Pupils.pdf

6. Responding to behaviour

6.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

Staff are expected to model the behaviour they would like from pupils at all times to ensure an environment of mutual respect. Staff should always speak calmly and politely. A raised voice should only be necessary to prevent something dangerous from happening e.g. pupils name “stop!”

Staff should be positive with pupils and aim to ‘catch them being good’ or doing good things, rather than focusing on negative behaviours.

Proactive and positive support should reflect the pupil’s individual needs as stated in their EHCP.

Where possible, it is helpful for staff to tell pupils what they do want them to do, rather than what they don’t want them to do e.g. “Put your pencil on the table please” rather than “stop tapping”.

Pupils should be encouraged at all times to be as independent as possible in managing and regulating their behaviour. The ultimate aim for all pupils is them having the skills to self-manage. Pupils should be reminded of the ‘choices’ they have available when difficulties arise.

Pupils’ behaviour is most positive in the lessons where they are engaged and enthused and have friendly, calm and consistent staff. Leaders and teachers should provide an interesting and varied curriculum, built around the needs of the pupils. In the best lessons, pupils are visibly engaged in active learning.

They will:

- Create and maintain a stimulating environment that encourages pupils to be actively engaged in learning.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear boundaries and routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Dealing with low-level disruption
 - Using positive reinforcement

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In maintaining its policy on the management of pupil behaviour and discipline the school recognises the role of loco parentis. All staff members are bound to the duty of acting as caring and reasonable parents to pupils for whom they are responsible at any given time. Bound within this duty of care is an expectation that members of staff are required to maintain good order and safeguard the health and safety of pupils on the school premises or on authorised school activities elsewhere.

It is the duty of staff to ensure that pupils learn effectively and have high expectations of pupils in terms of both achievement and behaviour. Classroom staff are ultimately responsible for the behaviour of pupils within their class and have a responsibility to apply principles and practice relevant to the behaviour policy. Classroom staff should ensure that learning is personalised to meet the needs of each pupil and to ensure that their work in the classroom takes place within the framework of the school's policy on behaviour and discipline.

It is the responsibility of all to ensure that behaviours are recorded on CPOMS and analysed in order to support pupils to manage and regulate their behaviours. When seeking ongoing advice to support the behaviour of individuals, teachers and support staff must demonstrate that they have implemented and exhausted all behaviour strategies and that learning programs are adapted and bespoke to meet the needs of pupils. This should be matched to information from pupil profiles and EHCPs.

Much of positive and proactive behaviour practice is highlighted in Professional Standards for Teaching Assistants and Teachers' Standards:

- Manage behaviour effectively to ensure a good and safe learning environment to ensure good and safe environment.
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

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6.2 Safeguarding

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

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

Where this may be the case, the child protection and safeguarding policy will be followed, and the school will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

www.exhallgrange.co.uk/wp-content/uploads/2024/02/Child-Protection-and-Safeguarding-Policy-September-2023-Feb-2024-update.pdf

6.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos 'Be your best self'.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Exhall Grange places high priority on praising and rewarding effort and achievement. The following systems encourage positive behaviours:

6.4 Celebrating Achievements

Achievements are celebrated throughout school in a range of ways from an informal 'well done' to more formal acknowledgment at assemblies, through displays, website etc. Certificates for progress, attainment, sporting and personal achievements are presented at regular intervals throughout the school year during assemblies.

6.5 Reward Systems

- The role of all adults is to be consistent, provide stability and to encourage a positive self-image within each pupil. This is achieved by praising the pupil verbally, immediately they have produced a good piece of work or have done something worthy of praise.
- In the Primary Department, all staff use a personalised reward system within their classroom. This is primarily based around a sticker/certificate system which feeds into the Assistant Headteacher Awards.
- In Key Stage 3 and 4, the school uses 'EduLink Reward System' which can be accessed by all staff to record positive behaviours and good work in line with the schools' values and ethos 'Be you best self'. Once pupils reach a certain number of points, they can exchange the points for prizes.
- The achievement of Post 16 students is recognised by verbal praise, certificates and an

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incentivised rewards system where students have the opportunity to participate in extracurricular activities.

- Assistant Headteacher Awards are given out at the end of each term and are awarded for a variety of reasons in line with the school values.
- Communicating praise to parents/carers via a phone call or written correspondence via our positive postcards home system.
- Positions of responsibility, sports leaders, mental health ambassadors, school council, reading ambassadors.

6.6 School Councils and Forums

The School Council has representatives from Primary, Key Stage 3 and 4, and Post 16 who meet each half term. The dates and agenda are published in advance and the pupils are encouraged to represent the views of their peers with regard to a wide variety of topics including safeguarding, behaviour, bullying and achievements, suggesting improvements through consultation and discussion.

6.7 Achievement Outside of School

Pupils are encouraged to bring into school certificates, awards etc. for achievements gained at outside events. These are shown to their peers and members of staff. Their success can be shared on the website.

6.8 Partnership with parents/carers

The contribution of parents/carers is seen as a valued factor in their child's general development and in the encouragement of positive behaviours. Partnership with parents/carers is achieved in the following ways:

- Home-school books
- Phone calls
- Parents/Carers Evenings
- Annual Reviews
- Reports
- Regular informal contact
- Headteacher's Letters
- Parent/Carer Questionnaires.

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6.9 Liaison with Outside Agencies

School has developed an extensive network of outside agencies on which they can call for support. These include CAMHS, educational psychologist, social workers, counsellor etc. All referrals to outside agencies are co-ordinated by the Safeguarding Team and School Nurse, and are completed with parents'/carers' permission and involvement.

Training has been given to staff by a range of Local Authority Support Services. In-service training on de-escalation techniques and attachment has been received along with advice on behaviour management strategies and the drafting of individual behaviour contracts/programmes.

6.10 Responding to poor behaviour.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of the behaviour.

A consistent approach to behaviour is important. This begins with a reminder of the positive behaviour expected. Inappropriate behaviours are dealt with in the first instance by the class/form teacher, who may then refer to the Assistant Headteacher for the relevant Key Stage.

Serious behaviour incidents are recorded on CPOMS. Parents/carers are informed through email or by telephone.

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

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

If a pupil fails to arrive at a lesson or leaves the classroom without permission office staff should be notified within 5 minutes. They will pass the information to an available member of the Leadership group who will check on the whereabouts of the pupil and ensure their safety. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime.
- Kept in at break or lunchtime to reflect on behaviour.

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- School-based community service, such as tidying a classroom.
- Referring the pupil to a senior member of staff
- Letter and/or phone call home to parents
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension

Zones of regulation activities are currently being used across the school to support pupils to identify their feelings and emotions and subsequently match these to behaviours they are displaying.

Restorative processes are in place for pupils to ensure that they are able to modify their behaviour and learn a better way next time. 'Think sheets' are used to support pupils to reflect on incidents of poor behaviour and help them to build resilience and strategies for future challenges.

Pupils should be supported to develop self-regulation and to learn positive strategies to manage their own behaviour and emotions.

6.11 Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents/carers.

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.

As a general rule, nobody has the right to touch, move, hold or contain another person. However, people with a duty of care operate in exceptional circumstances where it is sometimes necessary to act outside the norm. Whenever they do so they should be clear about why it is **necessary**. The best legal defence would be to show that any actions taken were in the pupil's **best interest** and that they were **reasonable and proportionate** to the exhibited behaviour.

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6.12 Confiscation, searches, screening

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

Searching a pupil

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

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

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

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

Searching a pupil at Exhall Grange School will only happen in the rarest circumstances, 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.

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, a member of SLT or a DSL. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item (listed in paragraph 3 of DfE Guidance) or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils.

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk

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- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

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

A member of SLT 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.

The authorised member of staff can use reasonable force to search for any prohibited items.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions or lockers.

Outer clothing includes:

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

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded on CPOMS.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

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

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Confiscation

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

Screening

Exhall Grange **does not** exercise a screening on entry to school procedure for pupils.

6.13 Off-site misbehaviour

Sanctions may be applied where a pupil has behaved inappropriately off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of the school

Sanctions may also be applied where a pupil has behaved inappropriately off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil.
- Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

6.14 Online inappropriate behaviour

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

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

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

6.15 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

6.16 Zero-tolerance approach to sexual harassment and sexual violence

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

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

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

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

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Refer to our child protection and safeguarding policy for more information.

6.17 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to sanction the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to sanction the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

7. Sanctions

7.1 Detention

Members of the senior Leadership Team are authorised to impose detentions for pupils.

Pupils can be issued with detentions during break or lunchtimes.

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

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment

7.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This will be overseen by the relevant teacher.

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.

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- Allow the disruptive pupil to continue their learning in a managed environment.
- Allow the disruptive pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Pupils who have been removed from the classroom are supervised by a familiar adult. Pupils should be supported to regulate their emotions and behaviour with a view to reintegrating into their classroom environment as soon as they are able to. For some pupils a sensory diet of activities will be used to help their sensory integration needs. This may be done on a reactive or proactive basis.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings and referral to the mental health and wellbeing team.
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour support and self-management plans.
- Multi-agency assessment and support

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS.

7.3 Suspensions & Exclusions

We do not believe that exclusions are the most effective way to support pupils with SEND and always try to personalise provision to ensure they are able to access education. In exceptional circumstances where a pupil has prolonged behaviours of concern, an extensive number of strategies to improve behaviour will be put into place, as outlined above. Exhall Grange Pastoral Team will liaise between school staff and families to offer additional support. Other agencies such as Educational Psychologists, CAMHS, and Health professionals will be utilised to work with the family and the school to improve the behaviour. Early Help may be used to bring together the different agencies to coordinate further support, and possibly secure extra funding.

If Exhall Grange is not able to meet the needs of an individual, we will always aim to work with the family and Local Education Authority to identify a suitable alternative placement or a managed move.

Schools have the authority to exclude pupils from school under the Education Act 2002. If all the above actions fail, then exclusion could be considered. Excluding a pupil from school, even for a short period of time, is done very rarely and only when all other measures to prevent inappropriate behaviour have failed. In all instances of exclusion, the school will follow the process determined by the local authority. Permanent exclusions are very rare and not possible until after a number of fixed-term exclusions have taken place or an extremely significant event has occurred. All professionals strive to prevent this from happening.

8. Responding to inappropriate behaviour from pupils with SEND

8.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of inappropriate behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of inappropriate behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of inappropriate behaviour will be made on a case-by-case basis.

When dealing with inappropriate behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of inappropriate behaviour, and put in place support to prevent these from occurring. Where appropriate a behaviour support/self management plan will be in place to proactively support and develop pupil behaviour

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include:

- Short, planned movement breaks for a pupil with SEND.
- Sensory diets to support pupils' sensory integration needs.
- Personalised timetables
- 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 medical conditions
- Training for staff in understand a variety of needs.
- Use of "The Zone" where pupils can regulate their emotions during a moment of sensory or emotional overload.

8.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

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

8.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's SLT will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

8.4 EHCPs

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil and whether it can continue to meet the pupils needs, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

9. Supporting pupils following a sanction

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

This could include measures like:

- Reintegration meetings
- Daily contact with the mental health and wellbeing team
- A report card with personalised behaviour goals
- Zones or regulation behaviour/self-management plan

10. Pupil transition

10.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

10.2 Preparing outgoing pupils for transition

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

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

Transition to new classes or settings is a difficult time for pupils. Pupils benefit from a personalised, robust and rigorous transition support plan at the end of each phase of their educational experience.

This is particularly prevalent at the end of Key Stage 2 in preparation for their transition to the secondary school.

For internal transition from primary to secondary personalised transition sessions are planned to support pupils to experience the secondary model.

11. Training

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

- Proactive de-escalation strategies and support.
- Emotional regulation support and strategies (zones of regulation)
- Autism, PDA, attachment.
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour.

Behaviour management will also form part of continuing professional development and performance appraisal.

12. Monitoring arrangements

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance and suspension
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed termly by the deputy headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group

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- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Staff code of conduct policy
- Anti Bullying Policy