



# BEHAVIOUR POLICY



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## Vision Statement

*Our vision is for Place Farm Primary Academy to be an excellent school, where best practice and excellent CPD, high achievement, inclusion and well-being are at the heart of everything we do for our children and for our staff*

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## A. Aims and Expectations

We aim:

- To provide a clearly defined framework that can be easily understood by parents, staff and children.
- To provide children and staff with a calm, safe and supportive environment where everyone can thrive.
- To support every child to regulate their behaviour so that they can learn and thrive in an environment of mutual respect.
- To ensure our approach is clear and fair for children and children can learn in a place where our PROUD values are modelled by all who work in the school.

## B. Shared Expectations

We believe that all children and staff at Place Farm Primary Academy have the right to be treated with respect and courtesy. We expect children to spend time learning at Place Farm in a safe, happy and aspirational environment and to follow our Golden Rules. We expect staff to model our PROUD values at all times. We promote positive adult and peer relationships which support children's self-esteem to flourish.

Consequently, under-pinning our Behaviour Policy are our school values - our PROUD values:

- Professional
- Resilient
- Optimistic
- Understanding
- Driven



–Making Remarkable Change Happen–

Our PROUD Values:



- ▶ P Professional
- ▶ R Resilient
- ▶ O Optimistic
- ▶ U Understanding
- ▶ D Driven

## C. Learning Behaviours

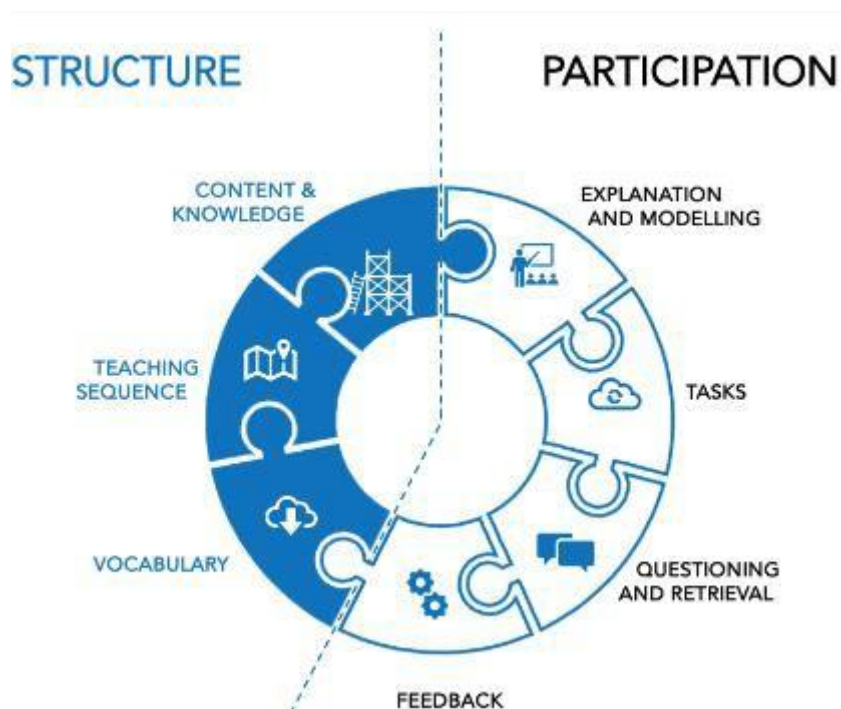
We believe that a well-disciplined environment creates effective conditions for learning and promotes high standards.

Additionally, our culture for learning links to our PROUD values:

- Professional
- Resilient
- Optimistic
- Understanding
- Driven

All learning is well-planned and takes account of individual needs and next steps in children's learning. The CUSP (Curriculum Unity Schools Partnership) and Mathematics Mastery curriculum have been developed around cognitive science and evidence informed principles:

- Interleaving and Spaced Retrieval Practice (Ebbinghaus, Sweller, Rosenshie, Bjork Fiorella and Mayer)
- Lessons starts promptly with behaviour expectations established and maintained using the agreed 'Pupil Expectations, Consequences and Rewards'



## D. Pupil Expectations, Consequences and Rewards



### PUPIL EXPECTATIONS ~ ‘Golden Rules’ (Jenny Mosley)

**We are gentle**  
 We don't hurt others  
**We are kind and helpful**  
 We don't hurt anybody's feelings  
**We listen**  
 We don't interrupt  
**We are honest**  
 We don't cover up the truth  
**We work hard**  
 We don't waste our own or others' time  
**We look after property**  
 We don't waste or damage property

PUPIL CONSEQUENCES	PUPIL REWARDS
1 non-verbal reminder signal 1 verbal reminder Reflection time in classroom Time in Partner Class Behaviour Support Call Exit Consequence - Reflect and Return in R&R Room* After School Detention* Suspension** Permanent Exclusion** * Parents must be informed of these events at the end of the school day. ** Parents, the Local Authority and where relevant the Social Worker/Virtual School Head will be informed without delay	Verbal Praise Written Praise Stickers, Certificates and House Points School/Class Responsibilities Share work with partner class Share work with Leadership Team Share work with Headteacher Class teacher to speak with your parents PROUD sticker/certificate/award PROUD Passports

## E. Removing Barriers to Learning and Support for Children

We draw on considerable expertise of our staff and strategies to address any barriers to learning and provide support for children to help them to follow our Golden Rules, learn and embody our PROUD values and not to breach the Behaviour Policy, in line with our vision statement. We also access Suspension services to provide support for children.



### Vision Statement

*Our vision is for Place Farm Primary Academy to be an excellent school, where best practice and excellent CPD, high achievement, inclusion and well-being are at the heart of everything we do for our children and for our staff*

Place Farm has staff with the following training and qualifications who lead specific interventions and provide support for pupils:

- Three Emotional Literacy Support Assistant (ELSA) trained staff
- Two Trauma-Informed Practitioners
- Two Mental Health First Aid Practitioners
- 

Two Domestic Abuse Champions Support, strategies and services include: <b>SUPPORT FROM:</b>	<b>SUPPORT/STRATEGIES/SERVICES:</b>
Support for All	<p>All children are explicitly taught the Golden Rules when they join EYFS. The PROUD values are taught and explored in assemblies and in class discussions. All children work towards PROUD certificates and PROUD Passports.</p> <p>Weekly Personal, Social, Health and Economic (PSHE) lessons for all children. Lessons cover a wide-range of topics and include the Golden Rules and PROUD values.</p> <p>Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week in November of each year; and whole-school assemblies).</p>
Targeted Support	<p>Strategy Plans for children with input from class teachers - plans may include classroom responsibilities, seating plans and focused personal and emotional work.</p> <p>Reward and Report cards</p> <p>Support from the Attendance Officer</p> <p>Support from assigned members of the Safeguarding Team</p> <p>Support from assigned members of the Senior Leadership Team</p>
Learning support from	Assessment (Screening)

the SENCo	<p>Learning Assistant Support</p> <p>Behaviour Team Assistant Support</p> <p>Targeted small group and 1-1 intervention</p> <p>SaLT implementation</p> <p>Pupil Centred Planning approach</p> <p>Quality first Teaching</p> <p>Pupil Passports</p> <p>Support and Success Plans</p> <p>Rainbow (Nurture) Class</p> <p>Staff SEND Training.</p> <p>Referrals (EHC Plan, Specialist Provision)</p> <p>Applications (HNF)</p> <p>Supporting Letters for GPs</p> <p>Providing pupil information for medical investigations</p> <p>Visual timetables</p> <p>Access to our Rainbow Class - an environment that enables children to explore their identity and develop their self-awareness, self-esteem and self-confidence and promotes independent learning behaviours</p>
Targeted support from the Children and Family Support Manager and/or SENCO	<p>Alternative Provision applications and referrals for additional support in partnership with the SENCo</p> <p>Emotional Literacy Support Assistant support from ELSA trained staff</p> <p>Behaviour Ladders</p> <p>Behaviour Plans/Strategy Plans</p> <p>Risk Assessments</p> <p>1-1 and small group sessions surrounding social, emotional and mental health needs (SEMH)</p> <p>Drawing and Talking Therapy</p> <p>Social Stories</p> <p>Reflection work and support in the Reflect and Return Room</p> <p>Key adult to support</p> <p>Meet and Greet</p> <p>5-point scales</p> <p>Visual timetables</p> <p>Access to the Well-Being Hub</p>
Suspension support	<p>Access to the service to support and provide advice to parents and young people regarding special education need (SENDIAS)</p> <p>Educational Psychologist</p> <p>Speech and Language Therapy service (SaLT)</p> <p>Dyslexia Outreach Team</p> <p>In Year Fair Access Panel (IYFAP)</p> <p>County Inclusion Support Service (CISS)</p> <p>Outreach service for SEND (SENDAT)</p> <p>Sensory and Communication Service</p> <p>Specialist Learning Support Assistants</p> <p>Suffolk Local Authority</p>

## F. Breaches of the pupil expectations 'Golden Rules':

**We are gentle**  
We don't hurt others  
**We are kind and helpful**  
We don't hurt anybody's feelings  
**We listen**  
We don't interrupt  
**We are honest**  
We don't cover up the truth  
**We work hard**  
We don't waste our own or others' time  
**We look after property**  
We don't waste or damage property

### Disruption/Attention seeking behaviours

- Disruption to others' learning is unacceptable at Place Farm Primary Academy. Each incident will be dealt with in the first instance by the teacher, who will follow the pupil consequences. Repeated or persistent incidents may result in either an Exit consequence or Suspension.

### Defiance of staff

- Defiance of staff will not be tolerated. Defiance could lead to either an Exit consequence or Suspension. Continued defiance may result in a longer suspension. In extreme instances, such as defiance of the Headteacher, pupils could face permanent exclusion.

### Swearing

Swearing is regarded as verbal abuse and is unacceptable.

The following consequences apply:

- Swearing overheard in conversation with another pupil: first reminder.
- Swearing in conversation with a member of staff: the member of staff will provide a reminder and ensure the pupil is aware that their language was inappropriate.
- Swearing directly at a member of staff: the situation will be investigated. Swearing at a member of staff will result in an Exit consequence.
- Second and/or subsequent offences will attract a longer Exit consequence. Persistent offenders may face suspension or permanent exclusion.

### Aggression, violence and unsafe behaviours

Aggressive, violent or unsafe behaviours are unacceptable and will not be tolerated at Place Farm Primary Academy.

Following an investigation, the following consequences apply:

- Aggression, violence or unsafe behaviour: Exit consequence or Suspension, depending on the severity of the incident and the age of the pupil.



- Persistent offenders may face permanent exclusion. In extreme cases, the pupil may face permanent exclusion for one serious occurrence.
- Verbal or physical threats against staff will be investigated and will result in an Exit consequence or suspension. Depending on the severity of the situation, verbal or physical threats against staff may result in permanent exclusion.
- Physical violence towards staff will be investigated and may result may result in suspension or permanent exclusion.

## Bullying

We recognise that bullying and harassment can and does take place in all walks of life and incidents of this kind will always be taken seriously and dealt with promptly using Pupil Consequences and Pupil Awards framework with the support outlined above.

### a) Our Shared Beliefs about Bullying

Bullying damages children's and young people's physical and mental health, including their self-confidence and ability to build and sustain relationships. It can also destroy self-esteem sometimes with devastating consequences and with the effects lasting into adult life. Bullying undermines the ability to concentrate and learn and can impact on children's and young people's chances of achieving their full potential at school and later in life.

Bullying causes harm to those who bully, those who are bullied and those who observe bullying. This school believes that all children and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying.

### A Definition of Bullying

The intentional and (usually) persistent physical, verbal or emotional hurting of one person.

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect children's experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions and those that Place Farm use are that:

- It is deliberately hurtful behaviour.
- It is repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

### Forms of Bullying

Bullying behaviour can represent itself in a number of different forms and be related to a number of things. Children and young people can be bullied in ways that are:

- Physical - by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.
- Verbal - by being teased in a nasty way; called gay (whether or not it's true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them
- Relational / indirect - by having nasty stories told about them; being left out, deliberately ignored or excluded from groups.
- Electronic / 'cyberbullying' - for example, via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phone.

Bullying is a complex type of behaviour occurring between individuals and groups. Different roles within

bullying situations have been identified and include:

- The ring-leader, the person who through their social power can direct bullying activity.
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing.
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

What will the school do about incidents of bullying?

If an incident of bullying is known about by the school, we will:

- work to make sure that the person being bullied is safe;
- work to stop the bullying happening again;
- provide support to the person being bullied; and
- take actions to ensure that the person doing the bullying learns not to harm others.

*Preventative strategies include:*

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum opportunities - in particular, Personal, Social, Health and Economic education (PSHE) and relationships and sex education (RSE) lessons. We teach the Personal, Social, Health and Economic Education (PSHE) curriculum using the Jigsaw curriculum. Jigsaw is a mindful and child-centred approach to PSHE. It is an original and comprehensive scheme of learning which integrates personal, social, health and economic education with emphasis on emotional literacy, mental health and spiritual, moral, social and cultural development.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week in November of each year; and whole-school assemblies).
- Engaging pupils in the process of developing the school anti-bullying policy and promoting open and honest reporting.
- Improving the school environment, looking in particular at staff supervision patterns; the physical design of the building(s).

*Consequence strategies:*

The consequences have three main purposes, namely to:

- impress on the perpetrator that what he/she has done is unacceptable;
- deter him/her from repeating that behaviour; and
- signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Consequences for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused.

- An Exit consequence will provide time for reflection activities or a suspension
- Persistent offenders may face permanent exclusion.

Other consequences and strategies to support may include:

- Different playtimes to peers
- ELSA work
- Restorative justice approach

- Reporting and Monitoring Bullying
- Direct work with the Family and Community Support Manager
- Direct work with the School Nurses

We keep records of bullying incidents on CPOMS which enable the school to:

- manage individual cases effectively
- monitor and evaluate the effectiveness of strategies
- celebrate the anti-bullying work of the school
- demonstrate defensible decision making in the event of complaints being made
- engage and inform multi-agency teams as necessary

### **Racist and Prejudice Incidents**

Racism and prejudice at Place Farm is completely unacceptable.

- We expect pupils to report issues related to racism and prejudice straight away. All reports are investigated fully by the Behaviour Team and are recorded on CPOMS.
- After each investigation and where necessary consequences will be followed. Depending on the nature of the incident, and its classification, the consequences can range from restorative justice to an Exit consequence or an Suspension. For serious, extreme and/or repeat offences permanent exclusion may follow.
- The Academy retains the right to report incidents to the Police and logs on CPOMS all racist and prejudice incidents.

After a racist/prejudice incident the parents/carers of both the victim and the perpetrator are informed.

### **Child-on-child (child on child) abuse**

Child-on-child abuse is sexual abuse that happens between children of a similar age or stage of development. It can happen between any number of children, and can affect any age group (Department for Education (DfE) 2021a)

It can be harmful to the children who display it as well as those who experience it. Children can experience Child-on-child abuse in a wide range of settings, including:

- at school
- at home or in someone else's home
- in public spaces
- online

At Place Farm we recognise that Child-on-child abuse can occur at any age and we are vigilant about it. We challenge all inappropriate language and behaviours and follow up on concerns raised from online activities out of school.

We treat all children involved in this as victims and involve parents in all discussions. We complete risk assessments and follow up support from necessary agencies such as the local authority and where appropriate the police.

We discuss this issue in a sensitive manner through our PSHE and RSE curriculum work.

Sometimes peer on peer (child on child) abuse can take the form of sexual discrimination. Sexual discrimination, including sexual harassment, gender-based bullying and sexual violence is deemed completely unacceptable behaviour. Sexual harassment is likely to violate a child's dignity, and make them feel intimidated, degraded or humiliated and create a hostile, offensive or sexualised environment.

Types of conduct that are prohibited and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks
- about clothes and appearance and calling someone sexualised names;
- Sexual “jokes” or taunting
- Physical behaviour, such as: deliberately brushing against someone (Frottage), interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into
- Sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence
- Pupils who do so will have either an Exit consequence or a suspension, depending on the nature of the incident. Very serious incidences may result in permanent exclusion.

### **Dangerous items and substances**

1. Pupils are not allowed to bring dangerous items into school. This includes items that could constitute a weapon or substances such as cigarettes, or anything which could be deemed illegal or dangerous. Pupils who do so will have either an Exit consequence or a suspension, depending on the nature of the incident. Very serious incidences may result in permanent exclusion
2. The headteacher will inform police in all cases where a dangerous weapon or substances deemed as illegal are brought onto the school site.

### **Theft**

1. Theft will attract either an Exit consequence or a suspension depending on the severity of the incident. Persistent or very serious incidents may lead to permanent exclusion. In addition, the cost of those items that have been stolen will be recovered from the pupil involved.
2. Where appropriate, the police will be informed in all cases where a theft has occurred.

### **Setting off the fire alarm**

1. Setting off the fire alarm or damaging fire protection equipment is a criminal offence that puts the health and safety of pupils and staff at risk. Any pupil who intentionally sets off the fire alarm will be have an Exit consequence for one day.
2. Second and/or subsequent offences will attract a longer period of Exit consequence or a suspension. In the case of persistent offenders, permanent exclusion may be considered.

### **Uniform and appearance**

Pupils are expected to wear the correct uniform smartly at all times. Teachers will communicate directly with parents about uniform. Support for families in regards to purchasing uniform can be accessed via any member of the Safeguarding Team.

### **Behaviour on school trips and public transport**

Pupils on school trips, visits and on buses are representing Place Farm Primary Academy. Pupils are expected to follow the ‘Golden Rules’. Strategy plans for managing behaviour when pupils are on trips will be written, included in “trip packs” and shared with staff accompanying the trip.

### **Use of mobile phones**

Pupils are encouraged not to bring mobile phones into school. If a parent feels it appropriate and a pupil does bring a mobile to school, they should hand it to their class teacher.

Mobile phones handed to a member of staff will be safely stored. Pupils must collect them at the end of the day.

Pupils are not permitted to turn on mobile phones on the school site - unless this is authorised for safety reasons under the supervision of a member of staff. Unauthorised use of a mobile phone will result in an Exit consequence or a suspension.

### Chewing gum

Chewing gum is not permitted in school. Pupils seen chewing gum will be asked to put the gum in a bin.

### Pupil behaviour outside of the school gate

We have the right to apply behaviour consequences to pupils outside of the school premises for misbehaving where:

1. The behaviour is witnessed by a member of staff
2. The behaviour is reported to the school
3. The pupil is identifiable as a pupil attending Place Farm Primary Academy
4. The behaviour has repercussions for the orderly running of the school
5. The behaviour poses a threat to another pupil or member of the public
6. The behaviour adversely affects the reputation of the school

***Where a pupil's conduct does not fit into any of the areas stated previously, but disturbs the learning environment, puts pupils or staff at risk or affects Place Farm Primary Academy in any detrimental way an Exit consequence or Suspension will be considered. Depending on the severity of the incident pupils could face permanent exclusion.***

### G. Suspensions

Suspensions or permanent exclusion from schools is seen as the last resort as a consequence for breaching the Behaviour Policy. Suspension or permanent exclusion may be the only option to maintain the safety of pupils, good order, behaviour and discipline.

When a child is at risk of Suspension or permanent exclusion a Pastoral Support Plan (PSP) is put in, parents are informed and urgent support is sought by external services.

Suspensions and permanent exclusions will be conducted in accordance with this Policy and statutory guidelines.

Exclusion can be of two types:

- Suspension, where the pupil is normally externally excluded for between 0.5 and 5 days at one time; up to a maximum of 45 days within an academic year. Including fixed period lunch time exclusion.
- Permanent.

Suspension can only be sanctioned by the Headteacher and all procedures associated with it are carried out in accordance with Local Authority and national guidance.

- Whenever possible, a parent or carer is contacted by telephone in the first instance.
- A formal letter follows this, with copies to the Chair of Governors and is recorded on SIMs and on CPOMS.
- If the child has a Social Worker or is Looked After and there is a Virtual School Head, these will be notified without delay
- Work is set for the first five days of a permanent exclusion or suspension. This may include online work using the oak National Academy platform or work set by the class teacher.

Following a fixed term Suspension, the pupil and their parent or carer meet the Headteacher/Deputy Headteacher prior to being re-admitted to school. This is called a reintegration meeting which is normally organised before the start of a new day.

### Procedures for suspensions and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. If a child is being suspended or permanently excluded for breaching the Behaviour Policy, there is a procedure that is followed. The school will follow all guidance, including the latest guidance published in July 2022.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1089688/Suspension\\_and\\_Permanent\\_Exclusion\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1089688/Suspension_and_Permanent_Exclusion_guidance_July_2022.pdf)

### **H. Investigations regarding serious breaches of the Behaviour Policy**

Before any decision to suspend a pupil is reached, a thorough investigation should take place.

1. Investigations will be conducted where possible by the Behaviour Support Team under the guidance of the Headteacher or Deputy Headteacher. All those involved in the incident should write a statement/be supported to record the details of what happened. Statements should also be gathered from witnesses where appropriate.
2. Once an investigation has taken place, documentation should then be passed to the Headteacher or Deputy who will make the final decision about the most appropriate action for the pupil(s) involved.

### **I. The Reflect and Return Room (R&R Room) - Exit consequence**

1. The R&R Room is a resource base which is used for Exit consequences for pupils who have breached Behaviour Policy.
2. The R&R Room is staffed by members of the Behaviour Support Team, supported by the Headteacher or Deputy Headteacher. Pupils undertake reflection work and continue with education in the R&R Room under close supervision.
3. If a pupil's behaviour is deemed unacceptable in R&R, a suspension or, in extreme cases, a permanent exclusion may follow.
4. Castle Manor Academy may sometimes be used to accommodate pupils who have an Exit consequence. Parents will be consulted before pupils spend time at Castle Manor Academy.

### **J. After School Detention**

1. The Child and Families Support Manager determines which children qualify for After School Detentions.
2. For children in Years Four, Five or Six who receive two 'Exit Consequences' or more in one week they will attend an after-school detention.
3. In the event of an after-school detention a reply slip will be sent home to parents.
4. The reply slip will include arrangements for parents collecting their child/permission to walk home alone. Reply slips must be signed by the parents and are to be handed in to the office by the Monday morning.
5. Detentions will be held from 3.25pm - 4pm on a Thursday.
6. Detentions will be a time for pupils to work independently on either homework or missed class work.

### **K. Physical restraint**

We will always try to avoid physically restraining pupils - and will only ever use as a last resort. In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Committing an offence
- Causing personal injury to damage to themselves or any other person
- Prejudicing the maintenance and good order and discipline among pupils receiving education at the school

Incidents of physical restraint 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 reported to the Headteacher immediately, all information recorded on CPOMS and the incident reported to parents

#### **L. Record keeping and contact**

1. Where contact is made with parents either on the telephone, a conversation at the end of the day or a meeting about a pupil's behaviour, staff must log the information on **CPOMS**
2. Record keeping for recording pupil consequences in this policy are recorded on CPOMS. The Senior Leadership Team regularly review this data.

#### **M. Police involvement**

We aim to work closely with our colleagues from the police. However, the decision to involve the police in any incident should not be taken without reference to the Headteacher or the Deputy Headteacher in her absence.

#### **N. Working with Outside agencies**

Where outside agencies are being used to support pupils, parents must be notified.

#### **O. Responding to the behaviour of pupils with Special Educational needs and/or Disability (SEND)**

We will provide additional support where needed to ensure pupils can achieve and learn as well as possible. We will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion and we will give due consideration and judgement as to whether a pupil's SEND has contributed to the breach of the Behaviour Policy and if so, whether it is appropriate and lawful to sanction the pupil.

We will refer to the Equality Act 2010 and schools guidance (below) to ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND.

We will also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. We will seek to try and understand the underlying causes of behaviour and whether additional support is needed.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

**To be reviewed:** September 2024

