Behaviour and Relationships Policy

(Venn wide)

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Venn wide policies are centrally held policies and are the direct responsibility of VAT. Venn wide policies are created by the VAT Central Team and adopted by the VEG Board.

Contents

1. Aims 3
2. Mission statement and purpose 3
3. Legislation, statutory requirements and statutory guidance 4
4. Definitions 5
5. Bullying 6
6. Role and responsibilities 7
7. School behaviour curriculum 11
8. Responding to behaviour 13
9. Searching, screening and confiscation 22
10. Off-site misbehaviour 26
11. Online misbehaviour 26
12. Suspected criminal behaviour 27
13. Zero tolerance approach to sexual harassment and sexual violence 27
14. Malicious allegations 28
15. Serious sanctions 28
16. Responding to misbehaviour from pupils with SEND 33
17. Supporting pupils following a sanction 35
18. Pupil transition 36
19 Training 37
20 Monitoring arrangements 37
21 Links with other policies 38

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole school approach to maintaining high standards of behaviour that reflect the values of the school and Venn
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Mission statement and purpose

At Venn our Schools strive for excellence and believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their fullest potential. It is the belief that every child should be supported to develop strategies to promote self-regulation. Through research, evidence and trauma informed practice, staff are able to guide and lead pupils effectively. Our aim is to support pupils, with a particular focus on helping them to understand their behaviour and how that can change over time. It is recognised that this may take some time, but more importantly, for this to happen, an enquiry approach is necessary to fully understand the behaviour and child. Staff need to understand the pupils and get to know them on many levels; it is necessary to identify and understand insecure attachments, effects of trauma and SEND (Special Educational Needs and Disability) to maximise positive steps and positive outcomes. The aims, ethos and values are outlined in this policy.

We believe that:

- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately
- Pupils are more successful when their needs are understood and met allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers
- In supporting emotional development and self-regulating skills pupils can learn to improve their behaviour. Many pupils at our Venn Schools find learning difficult: learning new behaviour is a task, just like learning to read or write
- Pupils need a personalised approach to support them to manage their behaviour and consideration must be given to sensory and emotional needs, past and current trauma, levels of stimulation and engagement

- As adults, we must consider the learning styles and needs of the pupils; we must also have realistic expectations about the rate of progress a pupil will make when learning to adapt or develop new behaviours
- Mistakes are part of the learning process, and we recognise that all our pupils are at various stages of the developmental process. We do not make a judgement about it – instead, we support and guide our pupils to get it right

The stage of emotional development and additional needs of a pupil will determine their ability to self-regulate and their readiness for learning. Venn schools aim to offer a stable environment in which vulnerable young people can work towards academic progress and a fulfilling place in society, whilst becoming more emotionally and socially independent. This Behaviour and Relationship policy emphasises the importance of acknowledging academic, social, and emotional progression involving pupils, parents, and carers to provide a safe, welcoming, and inclusive environment. We believe that parents know their children best, and we are committed to working with them to identify the best way of providing support for everyone in the school. The concerns of parents/carers will be listened to, in a non-judgmental way and acted upon where possible so that the needs of their children are effectively met.

3. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- https://www.gov.uk/government/publications/school-exclusion
- Suspension and permanent exclusion guidance
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

- DfE guidance, which explains that academies should publish their behaviour policy and anti-bullying strategy

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Inappropriate language
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour such as interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour and/or language
- Possession of any prohibited/banned items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Legislation sets out what must be done with prohibited items found as a result of a search. For example, weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for staff to decide if and when to return a confiscated item.

5. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
-

Bullying can include:

Emotional	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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching

Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Venn Schools approach to Bullying is below;

- Parents/carers and staff can report incidents of bullying directly to the Principal or SLT.
- The school will investigate all allegations of bullying
- The school will record, analyses and monitors incidents of bullying on the schools Cpoms system and Arbour/Behaviour smart.
- Sanction procedures will apply
- The school will support pupils who have been bullied, and those vulnerable to bullying or those who have acted as the perpetrator
- Whole-school proactive strategies are in place to prevent bullying
- The school trains staff and Trustees in preventing and handling bullying

Please refer to the individual schools bullying policy.

6. Role and responsibilities

6.1 Board of trustees

The board is responsible for monitoring the effectiveness of this behaviour policy and holding each Principal to account for its implementation

6.2 Principal

The principal is responsible for:

- Implementing this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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, this includes supply staff
- 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 and child protection policy to offer pupils both sanctions and support when necessary
- Ensuring the data from the behaviour system is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- 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 the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly via the agreed behaviour system.
- Challenging pupils to meet the school's expectations

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

Bullying and Harassment of school staff;

Bullying and harassment of school staff is unacceptable. The non-statutory guidance outlines the government's expectations of schools and provides clarity for employers on:

- their legal duties to prevent and address bullying and harassment
- the actions they should take to ensure all staff are supported, respected and protected in line with the school's:
    - behaviour policy
    - staff behaviour policy or code of conduct
    - parental code of conduct, or any similar shared agreement between the school and parents or carers

If the perpetrator is a pupil

Preventing incidents

Pupils should be taugprincipalthat they have a duty to:

- follow the school behaviour policy
- uphold the school rules
- contribute to the school culture
- respect school staff

Parents and carers should be expected to support the school in upholding the behaviour policy and encouraged to reinforce this, where possible. Schools should build and maintain positive relationships with parents using two-way communication, and ensure parents are aware of the behaviour expectations.

Clear processes should be in place so parents can raise concerns with the relevant member of staff in a respectful way that promotes working in partnership and avoids becoming abusive. Where appropriate, parents should be included in any pastoral work following misbehaviour by their child.

School leaders, supported by their employer, should provide visible and consistent support to all staff in managing pupil behaviour. Where circumstances arise that endanger the safety of a staff member, the school should:

- act swiftly and decisively to manage the immediate situation
- remove the threat – for example, removing the child from the classroom
- reduce the likelihood of recurrence

6.4 Parents and carers

Parents and carers are expected to:

- 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, while 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.

6.5 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 standards, and the consequences they will face if they don't meet the standards
- The pastoral support available to them to help them meet the behaviour 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 school's behaviour policy and wider culture.

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

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

7. School behaviour curriculum

7.1 Venn's approach to promoting excellent behaviour

Vision and values led culture

Venn fosters a culture rooted in shared values such as respect, responsibility, resilience, and ambition. These values are embedded in every aspect of school life, from classroom interactions to leadership decisions, ensuring that behaviour expectations are not just rules, but reflections of the trust's ethos.

Consistent expectations across all schools

A unified behaviour framework is implemented across all schools within Venn. This ensures consistency in expectations, language, and consequences, while allowing for contextual adaptations that reflect each school's community.

Positive reinforcement and recognition

Venn prioritises positive behaviour recognition through systems which recognise positive behaviour. Staff are trained to "catch pupils doing the rigprincipalthing" and reinforce those behaviours publicly and meaningfully.

Staff training and modelling

All staff receive regular training on behaviour management, with some staff in specialist provisions also receiving training on trauma-informed practice, and restorative approaches. Staff are expected to model the behaviours they wish to see, creating a culture of mutual respect and high standards.

Pupil voice and leadership

Pupils are given opportunities to lead and shape the culture through school councils and peer mentoring. This empowers them to take ownership of their behaviour and that of their peers.

7.2 Expected behaviours, habits, and routines

Key themes:

- Respect for self, others, and the environment
- Responsibility for learning and actions
- Resilience in the face of challenges
- Readiness to learn and contribute

7.3 Core habits and routines

Punctuality and preparedness:

- Arrive on time with the correct equipment and uniform
- Be ready to learn at the start of every lesson

Active listening and engagement:

- Track the speaker with eyes and body language
- Respond thoughtfully and ask questions when appropriate

Positive communication:

- Use polite, respectful language at all times
- Resolve conflicts calmly or seek adult support

Independent and collaborative learning:

- Take initiative in learning tasks
- Work effectively with peers, valuing different perspectives

Respect for the learning environment:

- Keep spaces tidy and treat resources with care
- Move calmly and quietly around the school

Reflection and growth:

- Accept feedback positively and act on it
- Set personal goals and strive to improve

Pupils are expected to:

- 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
- Move quietly around the school/ line order
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- 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.

7.4 Mobile phones

Pupils are not allowed to have mobile phones on their person within the school day. Mobile phones will be confiscated if they are found on their person during the school day. If a child refuses to hand in their phone, parents will be called and an appropriate sanction will be put in place.

If a child does bring a mobile phone into school, they are handed in to class teachers and are securely stored in the main office until the end of the school day.

The pupils' phones will be returned to them as they leave the school building at the end of the day, or they will be returned to a parent at the main office if they are picked up before the school day ends. Exceptions to the rules may be permitted for medical reasons e.g. to monitor insulin levels.

8. Responding to behaviour

At Venn, we are committed to creating a safe, respectful, and inclusive environment where all pupils can thrive. Our approach to behaviour is proactive, relational, and rooted in a deep understanding of individual needs.

8.1 Positive behaviour culture

We promote a culture of positive behaviour by:

- Setting clear, consistent expectations across all settings
- Recognising and celebrating positive contributions and progress
- Embedding restorative practices that support relationship-building and accountability

8.2 Skilled and informed staff

Staff across the Venn are trained in:

- Team Teach, to safely and respectfully manage challenging behaviour
- PACE (Playfulness, Acceptance, Curiosity, Empathy), to build trusting relationships
- Emotion Coaching, to help pupils understand and regulate their emotions
- Trauma Informed Practice, to respond sensitively to pupils with adverse experiences
- Progressive Masculinity
- Ligature

This shared training ensures a consistent, compassionate approach that supports both prevention and intervention.

8.3 Early intervention and personalised support

We respond to behaviour as a form of communication:

- Early signs of distress are identified and addressed with appropriate support.
- Interventions are tailored to individual needs, often involving pastoral teams, SENCOs, and external professionals.
- Families are engaged as partners in supporting their child's development

8.4 Restorative and reflective practice

When behaviour does not meet expectations, we:

- Use restorative conversations to repair relationships and restore trust
- Encourage pupils to reflect on their actions and their impact on others
- Focus on learning and growth rather than punishment

8.5 Consistency across Venn

To ensure fairness and equity:

- All schools follow a shared behaviour policy framework, adapted to their context
- Behaviour data is monitored centrally to inform practice and identify trends
- Staff receive ongoing professional development to maintain high standards

8.6 Safeguarding and wellbeing

We understand that behaviour is often linked to emotional wellbeing:

- Our responses are always underpinned by safeguarding principles.
- We aim to create environments where pupils feel safe, supported, and understood.
- Mental health and wellbeing are prioritised across all aspects of school life.

8.7 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear 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
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

8.8 Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

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

Where this may be the case, we will follow our child protection and safeguarding policy, and 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.

8.9 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.

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

Positive behaviour will be rewarded with:

Praise

- Merits linked to Character Values
  - Merits are given to pupils for following aspects of the Character Values
  - When awarding a Merit, the member of staff will explain to the child what Character Value they have met and why.
  - As a team, each class will work together to earn a whole team award. Each pupil will contribute towards a target number of 'merit charts' completed. The class will receive the reward they have chosen when the target is reached.
  - Merits for specific Character Values are to be recorded on our electronic behaviour system (Class Charts).

- Texts home to parents
  - At least 2 texts, on separate occasions, per half-term for every pupil
  - Each text should be personalised with the pupil's name and state what Character Value they have met and why.

- A scheduled text will be sent to teachers weekly on Thursday pm to remind them to send the texts.
- Each half-term, the office staff will monitor positive texts sent from each year group text account.

Texts are to be sent by the Class Teacher using the school text system.

- Shining stars
  - Shining stars are given for exceptional effort and recognition in the pupil's learning (ideally produced work).
  - Pupils will also receive a shining star if:
    - they beat their weekly times table score, or if they get full marks
    - they read to an adult at home at least 4 times per week (record book needs to be signed and dated by an adult at home)
  - Shining stars are to be recorded on our electronic behaviour system (Class Charts).
  - F2, KS1 and KS2 pupils are awarded badges for achieving each level. 10 effort points are required to achieve a bronze badge, 25 to achieve a Silver badge, 50 to achieve a Gold badge and 100 effort points will result in an extra special treat.
  - Badges are given out during Community Meetings.
  - Merits are to be recorded on our electronic behaviour system (Class Charts) by the Class Teacher.

- Lunchtime Stickers
  - Lunchtime Stickers are given out by Midday Supervisors for pupils who are following aspects of the School's Character Values at Lunchtime.
  - When giving out a sticker, the Midday Supervisor will explain to the child what Character Value they have met and why.

- Attendance Trophy
  - Awarded weekly in the Community Meeting to the Team with the highest weekly attendance over 96%.
  - The winning Team will:
    - Receive the Attendance Trophy for the week.
    - Be rewarded with an extended break of 10 minutes.

- Team Trophy
  - Awarded weekly in the Community Meeting to the Team with the highest average weekly points for:
    - Number of Merits (1 point per Merit)
    - Number of Shining Stars (10 point per Shining Star)
    - Team Bonus Points:
      - 100% Daily attendance (50 points)

- 100% Daily non-lateness (50 points)
- 100% Daily uniform compliance (10 points)
- Daily no negative behaviours recorded on Class Charts – for each previous day (50 points)
- 100% Reading at home – weekly (100 points)

- Average weekly points will be calculated each Thursday after 3pm in preparation for Friday's league table and Community Meeting. See instructions below on how to calculate the League Table:
  Class Charts:

  - Analytics
  - Behaviour
  - Date range – 1 week from Friday (previous week) – Thursday (current day after 3:00pm so that you get the whole of Thursday awards). Then click Apply
  - Primary Breakdown – Year Group. No secondary breakdown needed.
  - Include type – behaviour only
  - Generate report

  In the excel spreadsheet:

  - Fill in the 'Total' column on the excel spreadsheet with the figures from the generated report.
  - To calculate the 'Average' for each year group:
    - =
    - click on the relevant 'total' cell
    - / (the divide sign)
    - Then the amount of pupils in the year group (these will need to be requested from the office staff each week to ensure they are accurate)
    - Press enter
- The winning Team will:
  - Receive the Team Trophy for the week.
  - Sit on the benches in the Community Meeting the following week.
  - Be rewarded with an extended break of 10 minutes.

8.10 Responding to misbehaviour

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 misbehaviour.

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 misbehaviour will always be addressed.

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

The school will offer pupils the opportunity to access spaces outside of the classroom (ie the regulation room) to support regulation and continued access to the classroom.

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 sanctions in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

Behaviour Correction Consequences

The school may use one or more of the following behaviour correction consequences in response to unacceptable behaviour, these will be determined on an individual basis. See the table below for an overview of behaviour correction consequences, which are explained in more detail following the table the below.

Please note, the following list of behaviour correction consequences in the table below are not necessarily in a hierarchical order.

Behaviour Correction Consequence	In response to	Sanctioned by	Period	Reporting
A verbal reprimand	Misbehaviour	All staff	N/A	N/A
Turn-it-round Time	Misbehaviour	All staff	Short amount of time needed – i.e. approx. 5 mins or less. Timers to be available in classes for pupil to use as a visual aid.	N/A
A warning that a phone call home to parents/ carers will take place if their behaviour doesn't improve	Persistent misbehaviour	All staff	N/A	N/A

Reflection Time *Supervised by an adult*	Serious misbehaviour' or persistent misbehaviour. This is for when a pupil has lost their rigprincipalto be in their Team for ½ a day, not just a quick reflection and then back in class, as this would be 'turn-it round time'.	Class Teacher	Half a day (am/pm) – once an authentic reflection has taken place and an appropriate pledge has been made/ agreed.	Class Charts by the Class Teacher as a 'reflection time'. Parents/carers informed by the Class Teacher.
Break and lunch time detention, including behaviour reflection prompts (see Appendix 4) *Supervised by an adult*	Serious misbehaviour' or persistent misbehaviour outside	Class Teacher who is on rota	Usually for the break or lunch time that they are sent in – only once an authentic reflection has taken place and an appropriate pledge has been made/ agreed. This may be extended for persistent cases - to be agreed with the SLT.	Class Charts by the Class Teacher who is on rota as a 'break and lunch time detention'. Parents/carers informed by the Class Teacher.
School-based Restorative Service *Supervised by an adult*	Serious misbehaviour' or persistent misbehaviour	Class Teacher	N/A	Only report if sanctioned by an adult and not as a pledge from the pupil. If part of a reflection time pledge, then do not record as a separate sanction. If sanctioned by an adult, report on Class Charts by the Class Teacher as a 'school-based restorative service'. Parents/carers informed by the Class Teacher.
After-school Detention, including behaviour reflection prompts (see Appendix 4) *Supervised by an adult*	Issues in the community when coming to and from school. Where other behaviour correction consequences have not been effective.	Class Teacher	20 mins at the end of the school day	Class Charts by the Class Teacher, as an 'after-school detention'. Parents/carers will be consulted and informed by the Class Teacher.

Extended Reflection Time, initially be conducted in the same way as Reflection Time. *Supervised by an adult*	More serious incidents or continual persistent breaches of serious misbehaviour. This is for when a pupil has lost their rigprincipalto be in their Team for at least full day. Note, an Extended Reflection Time must only be given if a more effective behaviour correction consequence cannot be given. Will a different strategy be just as or more effective to correct the pupil's behaviour?	SLT	Usually 1 full day However, the Principalor a Deputy Principalwill decide how long a pupil should be kept in Extended Reflection Time, depending on the severity of the incident or frequency of Extended Reflection Times.	Class Charts and Safeguarding section (concerns – Behaviour Concern) by SLT member (whoever sanctioned it), including a statement of events, witness statements and body maps (where required). Parents/carers will be informed by whoever sanctioned it.
Suspension	Serious or persistent breaches of the school's behaviour policy, and; If allowing the pupil to remain in school would seriously harm the education or welfare of others	Principal or Acting principal	1 – 5 days	Safeguarding system (concerns – Suspension) by the principal or acting pricipal, including witness statements, body maps (where required) and the letter to parents/carers. Parents/carers informed by the principal or acting principal.
Permanent Exclusion	Serious breach, or persistent breaches, of the school's behaviour policy and; If allowing the pupil to remain in school would seriously harm the education or welfare of others	Principal or Acting principal	Permanently	Safeguarding system (concerns – Permanent Exclusion) by the principal or acting principal, including witness statements, body maps (where required) and the letter to parents/carers. Parents/carers and relevant bodies informed principal acting principal.
Physical Restraint	Causing disorder Hurting themselves or others Damaging property Always as a last resort	Staff should be trained in Physical Restraint	Minimum amount of time possible	By whoever was involved in the restraint and will include the following: Be reported to parents/carers via the letter in Appendix 5 Be recorded in the 'bound and numbered book', with a copy of the completed letter to the parents attached to the relevant page

				Be recorded on the Safeguarding system (concerns – Physical Restraint + any other related category, e.g. Behaviour (pupil) - Violence and aggression towards staff) *Note: Only tag the child who has received the restraint. If another child was involved in the incident but was not restrained, do not tag them as it will be logged that they also received a restraint. You can include the other child in the write-up notes section instead.* Complete a 'Physical Restraint Plan' (see SEMH plan) if restraint is becoming frequent.

Pupil Consultation (June 2022) – Pupils agreed with the above Behaviour Correction Consequences and talked about the impact that they have/ could have to improve behaviours, e.g. School Based Restorative Service.

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

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

- Never involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Never be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

- Be recorded and reported to parents/carers via the behaviour system the school use in writing and on the telephone.

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.

Please refer to the Venn Restrictive Physical Intervention policy

Seclusion

Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment and is not a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them
- The pupil will be supervised at all times, by at least 1 member of staff . As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty

9. Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation

9.1 Searching a pupil

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

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

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the principal, 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.

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.

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.

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
- 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 the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the principal or the pupil’s key adult to try and determine why the pupil is refusing to comply.

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 causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

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

9.2 Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

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 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

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.

9.3 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 (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

9.4 Informing parents / carers

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

- 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

9.5 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 whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

9.6 Confiscation

Any prohibited items (listed in section 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. If the item is prohibited the school will contact the Police to collect ie a knife. Safeguarding referrals may need to be made if an item found is a safeguarding concern.

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 / carers, if appropriate.

10. Off-site misbehaviour

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

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

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

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

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).

11. Online misbehaviour

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

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

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

12. 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 Principal/DSL 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.

If a pupil is considered a safeguarding risk ie if on bail the Principal will inform the DOS and it may be possible that a safeguarding separation is put into place.

13. 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 migprincipalbe.

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
    - Creating an action plan for HSB
    -

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

14. 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 discipline 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 discipline 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.

15. Serious sanctions

<u>Bullying</u>

Any potential bullying incidents will be recorded on the Safeguarding system by the Class Teacher as a Behaviour Concern. All children involved in the incident will need to be tagged in the 'choose pupil(s) concerned' box. Any follow-up conversations/actions are to be recorded in the 'Actions Log' box in the Safeguard My School online system, if it relates to the same incident. Any new incidents are to be recorded as per aforementioned. The Inclusion Lead will review the Behaviour

Concerns to determine whether it should be categorised as bullying based on the information provided and any historic information.

In addition to the above, the perpetrator(s) will also need be issued a behaviour correction consequence for any bullying incident, this could range from Reflection Time, Detentions, or a Suspension. This will need to be recorded on Class Charts separately as per behaviour correction consequence reporting guidance. Parents/carers of the perpetrator(s) and victim(s) will be informed by the Class Teacher.

Turn-it-round Time

In response to 'misbehaviour', whether this is in class or during break or lunch times. This will precede any Reflection Time or a Lunch and Break Time Detentions.

If a pupil makes a mistake in class or during break or lunch times, a member of staff (in class or on duty) will use the Character Values to remind them of what is expected of them and how they can put their behaviour right. This will hopefully avoid the use of Reflection Time or a Lunch and Break Time Detention. They will be given a short amount of time (i.e. approx. 5 mins or less), ideally with a timer to use as a visual aid, to put their behaviour back on track.

Reflection Time

In response to 'serious misbehaviour' or persistent breaches of this policy, a pupil will lose their right to be be in their Team for ½ a day. This is different to 'turn-it round time', which is for a much shorter period, when a pupil can turn their behaviour round much more quickly. A pupil will need time away from their classroom community (in a corridor or quiet area and supervised by an adult) to construct an authentic and sincere reflection of their poor behaviour to put things right. They will do this in Reflection Time.

All pupils should spend at least some of their Reflection Time to think by themselves (usually at the beginning) as you cannot personally reflect with someone talking to you or distracting you.

Pupils should carry out their Reflection Time without any equipment, e.g. a book or Lego (unless this is written in their SEMH plan as a calming and/ or a communication technique) or any other distractions. Other adults, e.g. who are passing in the corridor, must not communicate with pupils in Reflection Time.

Once a pupil has calmed down and personally reflected on their own, they will be expected to reflect on their behaviour and actions with an adult, using the school-

based behaviour reflection prompts (see Appendix 4). A member of staff will use the Character Values to unpick the situation, before the pupil is allowed to re-join their classroom community. They will discuss with the pupil how they could have done things differently, and how they are going to put their mistakes right.
Some pupils may need adult support with this, e.g. mood fans with younger children. They may pledge to react differently – this may include an apology, both personal and/ or public; or pledge to do some kind of school-based restorative service (see below for examples).

Please note, apologies can just be words so we expect a pledge from the pupils about how they will put right the mistake. This gives a collective reassurance that the culture of our school is being protected. The pupils don't pledge 'to not do it again' but come up with concrete ways they are actively going to be more respectful of staff and kinder to their peers.

Once a pupil re-joins their classroom community, they will be expected to complete a reasonable amount of work in the time they have available, rather than having to catch-up on work at break or lunch time due to the time they have missed during their Reflection time. The pupil's book will be annotated with RT to indicate that that they have missed the lesson or part of the lesson due to Reflection time.

Team meetings are where checks and balances take place. The 'Team' will check if the Reflection is authentic and appropriate and check that they have stuck to their pledge.

Reflection Time will last for ½ a day (am/pm). The pupil can return to their 'Team' once they have completed this time; an authentic reflection has taken place; and an appropriate pledge has been made/ agreed.

Reflection Time will be sanctioned by the Class Teacher and recorded on Arbor by the Class Teacher as a 'reflection time'.

Parents/carers will be informed by the Class Teacher.

<u>Break and Lunch Time Detentions</u>

In response to 'serious misbehaviour' or persistent breaches of this policy, a pupil will need time away from their peers, to construct an authentic and sincere reflection of their poor behaviour outside and how to put things right. They will do this inside under the supervision of the Class Teacher who is on rota.

A Supervised break and lunch time will be conducted in the same way as Reflection Time (see above for details) but within the timings of the break or lunch time they are missing.

Team meetings are where checks and balances take place. The 'Team' will check if the Reflection in Supervised break or lunch time is authentic and appropriate and check that they have stuck to their pledge.

A break and lunch time detention will usually last for the break or lunch time that they are sent in, if an authentic reflection has taken place and an appropriate pledge has been made/ agreed.

For more serious incidents or continual persistent breaches of this policy at break and lunch times, then an extended period of break and lunch time supervision may be sanctioned or another appropriate behaviour correction consequence given by the SLT, in-line with this policy.

Supervised break and lunch times will be sanctioned by the Class Teacher who is on rota and recorded on Class Charts by them as a break and lunch time detention'.

Parents/carers will be informed by the Class Teacher.

School-based Restorative Service

In response to 'serious misbehaviour' or persistent breaches of this policy, school-based restorative service may be sanctioned by an adult. Where possible, this should link to what the pupil needs to put right.

Following Reflection Time, a pupil may also pledge to put things rigprincipalby doing some kind of School-based Restorative Service. Where possible, this should link to what the pupil is trying to put right.

Some examples of school-based restorative service:

- Tidying or tasks in the school grounds
- Tidying or tasks in a classroom/ other area inside school
- Helping clear up the dining hall after meal times
- Holding the doors open at break or lunchtime
- Supporting a first aider who is on duty

They will do this inside under the supervision of an adult.

Team meetings are where checks and balances take place. Have they stuck to their pledge and completed their school-based restorative service?

After-school Detention

The Class Teacher will consult with the pupil's parent(s)/ carer(s), if they feel that keeping a pupil in an after-school detention for 20 minutes at the end of the school day will be an appropriate and effective behaviour correction consequence.

The Class Teacher must contact parents to discuss this option and if agreed, let parent(s)/ carer(s) know when their child will be staying after-school. This is appropriate in order to keep parents informed and to also safeguard pupils.

An after-school detention will be in response to:

- Issues in the community when coming to and from school
- Where other correction strategies have not been effective

The Class Teacher will not issue an after-school detention where they know that doing so would compromise a child's safety.

An after-school detention will be conducted in the same way as Reflection Time (see above for details) but within the timings of the after-school detention.

Team meetings are where checks and balances take place. The 'Team' will check if the Reflection in After-school Detention is authentic and appropriate and check that they have stuck to their pledge.

Any After-school Detention will be sanctioned and undertaken by the pupil's Class Teacher.

After-school detentions are recorded on Arbor by the Class Teacher as an 'after-school detention'.

Parents/carers will be consulted and informed by the Class Teacher.

Extended Reflection Time

For more serious incidents or continual persistent breaches of serious misbehaviour, pupils may be placed in Reflection Time for an extended period, outside of their Team. We recognise that most of the time, the pupil is best being at school, rather than being sent home.

Note, an Extended Reflection Time must only be given if a more effective behaviour correction consequence cannot be given. Will a different strategy be just as or more effective to correct the pupil's behaviour?

An Extended Reflection Time will initially be conducted in the same way as Reflection Time (see above for details).

The pupils will be expected to work constructively and to also complete further work set by their Class Teacher.

Team meetings are where checks and balances take place. The 'Team' will check if the Reflection in Extended Reflection Time is authentic and appropriate and check that they have stuck to their pledge.

Extended Reflection Time will be sanctioned by either the Principalor a Deputy Headteacher.

Extended Reflection Time will usually last for a full day - this may occur on the opposite school site. However, the Principalor a Deputy Principalwill decide how long a pupil should be kept in Extended Reflection Time, depending on the severity of the incident or frequency of Extended Reflection Times.

Extended Reflection Times will be recorded on Arbor and Safeguarding section (concerns – one of the Behaviour related categories) by the Principal or Deputy Principal(whoever sanctioned it), including a statement of events, witness statements and body maps (where required).

Parents/carers will be informed by whoever sanctioned it.

15.1 Suspension and permanent exclusion

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

The decision to suspend or exclude will be made by the principal after a discussion with the DOS and only as a last resort.

Please refer to our Suspensions and exclusions policy for more information.

16. Responding to misbehaviour from pupils with SEND

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As a part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

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

Behaviour plans are in place to support pupils who need adaptations in school to support their needs. A non-exhaustive list of examples of strategies used are:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sigprincipalof the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Pupils have access to separate spaces such as Team 8 or the regulation room.
- Freedom to take themselves to a safe space, that may be either in or outside the classroom, when feeling overstimulated (eg regulation room).

16.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

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

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

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

The school's special educational needs co-ordinator (SENCO) 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 sougprincipalfrom 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.

16.4 Pupils with an education, health & care (EHC) plan

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 with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

17. Supporting pupils following a sanction

Once a pupil has completed a sanction, they will be expected to reflect on their behaviour and actions with an adult, using the school-based behaviour reflection

prompts. A member of staff will use the Character Values to unpick the situation, before the pupil is allowed to re-join their classroom community. They will discuss with the pupil how they could have done things differently, and how they are going to put their mistakes right.

Some pupils may need adult support with this, e.g. mood fans with younger children. They may pledge to react differently – this may include an apology, both personal and/ or public; or pledge to do some kind of school-based restorative service (see below for examples).

18. Pupil transition

18.1 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.

18.2 Preparing outgoing pupils for transition

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

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

19 Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on: Team Teach, Responding to behaviour and the use of reasonable force. Within Venn we have a dedicated Behaviour Lead, Mike Walker, who is a team teach instructor.

Behaviour management will also form part of continuing professional development. Regular staff training will take place by the school and Venn.

In addition to this assurance checks take place from Venn on a regular basis.

20 Monitoring arrangements

20.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, trustees and other stakeholders.
- Bullying incidents
- Homophonic incidents

The data will be analysed every Half term by the DOS and BL within Venn and weekly by the Principal and Behaviour lead.

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

- At school level
- By age group
- 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 them.

Venn will work with its schools to consider this data, and whether there are patterns across Venn, recognising that numbers in any 1 school are often too low to allow for meaningful statistical analysis. A regular review of any Restrictive Physical Intervention, Physical Intervention, Seclusion, Restraint and Reasonable Force will also take place by Venn.

20.2 Monitoring this policy

This behaviour policy will be reviewed by the Director of Safeguarding and the Venn Behaviour Lead and the board of trustees at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the board of trustees.

21 Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Exclusions policy
- Child protection and safeguarding policy
- Restrictive Physical Intervention Policy
- Attendance policy
- Anti Bullying Policy
- Searching, Screening and Confiscation policy