

Behaviour Policy and statement of behaviour principles

Fairmead School



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Contents

1. Aims	1
2. Legislation, statutory requirements and statutory guidance	1
3. Definitions	2
4. Bullying	3
5. Roles and responsibilities	3
6. School behaviour curriculum	5
7. Responding to behaviour.....	6
8. Responses to Serious Incidents	13
9. Responding to Incidents	13
10. Supporting students following a sanction	13
11. Student transition.....	14
12. Training	14
13. Monitoring arrangements.....	14
14. Links with other policies.....	15
Appendix 1: written statement of behaviour principles	16
Appendix 2: staff training log	17
Appendix 3: behaviour log	18
Appendix 4: letters to parent(s) and carer(s) about student behaviour - templates	19

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students 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
- Outline the expectations and consequences of behaviour both positive and negative
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. 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 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and student referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement - 2022](#)
- [Use of reasonable force in schools](#)

› [Supporting students with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

3. Definitions

All behaviour is a communication of need which needs to be acknowledged whilst the behaviour is addressed.

Incidents are defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non engagement in class
- › Inappropriate language or hand gestures towards and around staff and peers
- › Incorrect uniform

Serious incidents are 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 like 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, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking or use of vapes
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers 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 student)

4. 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:

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

For further information see Fairmead's Anti-Bullying policy (available on the school website: www.fairmeadschool.com)

5. Roles and responsibilities

5.1 The governing board

The board of governors is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the board of governors
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with inappropriate behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of students
- › Ensuring that all staff understand the expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer students both consequences and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- › Building positive relationships with all students within Fairmead School
- › Creating a calm and safe environment for students
- › Establishing and maintaining clear boundaries of acceptable student behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- › Modelling expected behaviour and positive relationships
- › Providing personalised proactive strategies in relation to the specific behavioural needs of particular students
- › Considering their own practice and behaviour can affect the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Supporting and encouraging students to meet the school's expectations through the use of intrinsic and extrinsic rewards

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

5.4 Parent(s) and carer(s)

Parent(s) and carer(s), where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any concerns with the class teacher promptly
- › Take part in any pastoral work following incidents (for example: attending reviews of specific behaviour interventions or attending reintegration meetings)

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parent(s) and carer(s) by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle any issues.

5.5 Students

Students will be made aware of the following during their induction.

- 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 positive and negative consequences associated with their actions
- The support that is available to them to help them to be **'the best they can be'**

Students will be supported to meet the behaviour standards and will be provided with personalised provision wherever appropriate.

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

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. (see appendix 4 results of school council feedback)

6. School behaviour curriculum

All students that attend Fairmead School enter an environment in which they are welcomed, liked and respected. The staff at Fairmead all work together to encourage, establish and maintain positive relationships with all pupils that attend the school. The positive attitude of all staff, caring environment, security and level of mutual respect and trust developed between the staff and students will have a significant impact upon the lives of the children who attend the school. A calm and consistent approach referred to as PLACE (playful, liking, accepting, curious, empathic) is adopted by all staff, promoting confidence and self-esteem, promotes and demonstrates appropriate and acceptable ways of expressing emotion. Students are encouraged to produce appropriate behaviour through a variety of strategies and a positive behavioural management system, some of which offer extrinsic rewards. These systems are continually supported through the enhancement of self-esteem, praise, approval and attention in order to stimulate intrinsic motivation to behave appropriately and to engage willingly and enthusiastically in their learning process. Wherever possible, behaviour should be addressed proactively, with appropriate rewards given for positive behaviours and support provided to address negative behaviours. This ethos encourages acceptable, appropriate behaviour within a caring, supportive and stimulating learning environment.

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

Students 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 students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Take responsibility for their actions
- Understand the impact of their actions on others

- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

6.1 Mobile phones/mobile devices

- Students are allowed to bring mobile phones with them on-site but must remain within their bag or be left with their tutor
- There will be exceptions to the rules for medical reasons
- Fairmead School takes no liability in the case of loss or damage

In cases where mobile phone rules are not adhered to the privilege of bringing a mobile phone into school may be revoked.

7. Responding to behaviour

7.1 Classroom management

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

All staff will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the Fairmead code of conduct
- Develop a positive relationship with students, which may include:
 - Greeting students, ensuring they feel seen 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 where appropriate
 - Concluding the day positively and starting the next day afresh
 - Implementing a variety of strategies for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

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

We will consider whether a student's behaviour 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 or PFSA support is appropriate.

Please refer to our Safeguarding and Child Protection policy for more information (available on the school website: www.fairmeadschool.com)

7.3 Responding to good behaviour

When a student'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:

- Verbal praise and other forms of intrinsic reward
- Extrinsic rewards such as E Praise points
- Communicating praise to parent(s) and carer(s) via a phone call or written correspondence
- Certificates, prize ceremonies of special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project

7.4 Responding to incidents

When a student'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 incidents.

Staff will endeavour to create a predictable environment by always shining a light on behaviour that falls short of the standards, staff will respond in a consistent, fair and proportionate manner, so students know with certainty that incidents will always be addressed.

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

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

All staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school may use 1 or more of the following strategies in response to behaviour which interrupts teaching and learning:

- A verbal warning and reminder of the expectations of behaviour
- Provide an opportunity for the student to reflect and talk about what happened
- Expecting work to be completed at break or lunchtime where appropriate
- Time in at break or lunchtime, to reflect with the adult
- Loss of privileges – for instance, the loss of a prized responsibility (which may be earned back)
- Referring the student to a senior member of staff
- Letter or phone call home to parent(s) and carer(s) which is recorded on the Behaviour Watch System
- Agreeing a behaviour contract
- Work within a different location (MB5)
- Fixed term exclusions
- Permanent exclusions, in the most serious of circumstances

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

7.5 Reasonable force

Fairmead uses the Team Teach positive behaviour management approach.

The issues surrounding positive handling are very sensitive and the following guidelines are provided to demonstrate the school's approach to this area, as well as the legal aspects. It is strongly emphasised that positive handling is undertaken very much as a 'last resort' when all other strategies outlined in the various elements of this policy have been pursued. Only staff who are trained in the Team Teach approach are authorised by the Headteacher to use restrictive physical intervention.

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

- Damaging property
- Committing a criminal offence, whether or not the student concerned has reached the age of criminal responsibility (10 years of age).

- Demonstrating or engaging in any behaviour which has a negative impact on maintaining good order and discipline at the school or on other students, whether that behaviour occurs in a classroom during a teaching session or elsewhere.
- Causing, or at risk of causing injury or damage by accident, by rough play or misuse of dangerous materials or objects
- Absconding from a class, but only if the child or young person could be at risk if not kept in the classroom or school, or is likely to encourage more vulnerable children to abscond

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parent(s) and carer(s) (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

Having too many members of staff in view during a restraint can contribute to students remaining in a crisis state, so if members of staff are not involved or helping it is essential that they move themselves away from the situation.

'Change of face' is an extremely important tool to use in certain circumstances in order to support a student to regulate.

Following Positive Handling

- Inform the class teacher/SLT of incident and intervention prior to return to class/group.
- Attempt to ensure that the incident is witnessed by at least one other member of staff at all times.
- Details of the incident should be documented in the bound book and also on the Behaviour Watch system within a period of 24 hours.
- Any injuries to students or staff, sustained whilst restraining students, should also be documented (IR1)
- Parent(s)/carer(s) should always be informed of any incident involving their child or young person as soon as possible, no later than the end of the school day, either orally or in writing.
- Parent(s)/carer(s) should be given the opportunity to discuss the incident with the Headteacher.
- The member(s) of staff involved in the restraint should discuss the situation with a member of SLT as soon as possible.
- The opportunity should be taken to evaluate the situation/PHP. Self-evaluation will help inform future action.

Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe.

Being involved in a Restrictive Physical Intervention (RPI) can be a very challenging experience for a member of staff on both a physical and emotional level therefore it is imperative that staff members are provided with adequate support from within their teams after any RPI incident.

Where possible staff members should be offered a short time out so that they have an opportunity to regulate themselves and reflect upon the situation. Staff teams are encouraged to reflect upon all incidents of RPI, to look at triggers to the events and whether the situation could have been managed differently.

Staff are welcome to discuss any concerns or feelings they might have with a member of SLT if they have been negatively affected by the RPI incident. Staff also can access supervision at Fairmead school.

7.6 Confiscation, searches, screening

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

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parent(s) and carer(s), if appropriate.

Searching a student

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

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

An authorised member of staff of a different gender to the student 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 gender as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student 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 student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the school premises or where the member of staff has lawful control or charge of the student, 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 students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student 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 student the opportunity to ask questions
- Seek the student's co-operation

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

Outer clothing includes:

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

Searching students' possessions

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

- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student 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 student's possessions when the student 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.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL, if they haven't already, without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a student 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.

Informing parent(s)/carer(s)

Parent(s)/carer(s) will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parent(s)/carer(s) 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 consequences that have been applied to their child
- A record of the conversation/incident will be recorded on the Behavior Watch System

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the student 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) who will consider if an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact the student's parent(s)/carer(s) to inform them that the police are going to strip search the student before strip search takes place, and ask them if they would like to come into school to act as the student's appropriate adult. If the school can't get in touch with the parent(s)/carer(s), or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parent(s)/carer(s) will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present.

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the student
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same gender as the student, unless the student specifically requests an adult who is not of the same gender

Except for an appropriate adult of a different gender if the student specifically requests it, no one of a different gender will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site Incidents

Consequences may be applied where an incident off-site has occurred. This means when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school in conjunction with school transport
- Wearing school uniform

- In any other way identifiable as a student of our school

Consequences may also be applied if an incident has occurred off-site, at any time, whether or not the conditions above apply, if the incident:

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

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

7.8 Online Incidents

The school can issue behaviour consequences to students for online incidents when:

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

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

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team 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 consequences, 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.

7.10 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.

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

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help

- Refer to children's social care
- Report to the police

Please refer to our Safeguarding and Child Protection policy for more information (available on the school website: www.fairmeadschool.com)

7.11 Malicious allegations

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

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider the appropriate course of action 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 student 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 physical and emotional welfare needs of staff and students involved. Please refer to our Safeguarding and Child Protection policy for more information (available on the school website: www.fairmeadschool.com) for more information on responding to allegations of abuse against staff or other students.

8. Responses to Serious Incidents

8.3 Fixed term and permanent exclusions

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

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our Suspension and Permanent Exclusions policy for more information (available on the school website: www.fairmeadschool.com)

9. Responding to Incidents

9.1 Adapting consequences for students.

When considering a consequence for a student the school will take into account:

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

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

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

10. Supporting students following an incident

Following an incident, the school will consider strategies to help students to understand the skills they need to learn in order to meet the expectations of the school.

- Reintegration meetings
- Daily contact with a key adult
- A reward chart with personalised behaviour goals
- Ladder of consequences to remind student of the consequences of their actions

11. Student transition

11.1 Inducting incoming students

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

11.2 Preparing outgoing students for transition

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

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

12. Training/CPD

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

- Team Teach level 2 Positive Behaviour Management course at the earliest convenience
- The writing and use of Social Stories TM
- The needs of the students at the school especially understanding ASD
- How SEND and mental health needs impact behaviour
- Access to supervision to discuss feelings arising from managing behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including time out of the classroom and the use of alternative spaces (MB5)
- Lesson attendance
- School attendance, permanent exclusion and suspension
- Use of offsite/alternative provisions
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half-term by the headteacher.

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

- At school level

- By emotional developmental stage
- 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 students are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the board of governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the board of governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the board of governors annually.

14. Links with other policies

This behaviour policy is linked to the following policies;

- Suspension and Permanent Exclusion policy
- Safeguarding and Child Protection policy
- Physical restraint policy
- Mobile phone policy
- Anti-bullying policy

Appendix 1: written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Students are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the board of governors annually.

Appendix 2: staff training log

[illegible]

Appendix 3: behaviour log

Name of Pupil:

Name of Person completing form:

Description

Subject:

Location:

Date:

Time:

Type of Incident:

- | | | |
|--|--|--|
| ☐ Social/Emotional (SEMH) | ☐ Physical | ☐ Racist language |
| ☐ Sexist language | ☐ Homophobic language | ☐ Reckless |
| ☐ Health and safety risk | ☐ Physical contact | ☐ Bullying |

Bullying Types:

- | | | | | |
|---------------------------------|---------------------------------|-------------------------------------|--------------------------------|-------------------------------------|
| ☐ Racist | ☐ Sexist | ☐ Homophobic | ☐ Cyber | ☐ Disability |
|---------------------------------|---------------------------------|-------------------------------------|--------------------------------|-------------------------------------|

Positive Handling Necessity

- | | |
|--|--|
| ☐ PI was required | ☐ PI was NOT required |
|--|--|

Bound Book record number:

Action Taken

- ☐ Support callout
- Support callout reasoning: ☐ Social/Emotional ☐ Sensory ☐ Dis-regulated
- ☐ Returned to class
- ☐ Time provided to calm for (mins)
- ☐ 2 minutes ☐ 5 minutes ☐ 10 minutes ☐ 15 minutes
- ☐ Other (what other resolution)
- ☐ Break time in with adult to discuss
- ☐ Lunch time in with adult to discuss

Follow Up Details

Follow up (What was done after the incident?)

SLT Follow Up

SLT Comments (Please provide a comment if necessary)

Appendix 4: letters to parent(s) and carer(s) about student behaviour - templates

First behaviour letter

Dear [insert parent(s)/carer(s) name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour expectations, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other students' property'.]

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert student's name] behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent(s)/carer(s) name:

Parent(s)/carer(s) signature:

Date: _____

Second behaviour letter

Dear [insert parent(s)/carer(s) name],

Following my previous letter regarding the behaviour of [insert student name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear [insert parent(s)/carer(s) name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert student's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert student's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____