

# Nunthorpe Primary Academy

## Behaviour Policy

## **Contents:**

### Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Definitions
4. Smoking and controlled substances
5. Prohibited sexual harassment
6. Items banned from the school premises
7. Effective classroom management
8. Positive relationships and approach
9. The classroom environment
10. Understanding behaviour
11. De-escalation strategies
12. Intervention
13. Managing behaviour
14. Behaviour off the school premises
15. Staff training
16. Monitoring and review

### **Appendices**

1. **Stages**

## Statement of intent

Nunthorpe Primary Academy believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____

## 1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Educations and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

1.2. This policy operates in conjunction with the following school policies:

- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- IAT Physical Restraint and Reasonable Force Policy
- IAT Complaints Procedures Policy

## 2. Roles and responsibilities

2.1. The local governing body has overall responsibility for:

- The monitoring and implementation of this Behaviour Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

2.2. The headteacher is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the local governing body on the implementation of this Behaviour Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

2.3. The mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behaviour Policy, how staff are supported with managing pupils with SEMH-related behaviour difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Collaborating with the SENCO, headteacher and the local governing body, as part of the SLT, to outline and strategically develop Behaviour and SEMH policies and provisions for the school.
- Coordinating with the SENCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.
- Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behaviour difficulties.
- Providing professional guidance to colleagues about SEMH difficulties and the links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH-related behaviour difficulties to external services, e.g. specialist children and young people's mental health services (CAMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- Liaising with parents of pupils with SEMH-related behaviour difficulties, where appropriate.

- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading CPD on mental health and behaviour.

2.4. The SENCO is responsible for:

- Collaborating with the local governing body, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

2.5. Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behaviour difficulties.
- Planning and reviewing support for their pupils with SEMH-related behaviour difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behaviour difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behaviour difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.

2.6. All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, applying sanctions to pupils who display poor levels of behaviour. This responsibility includes the power

to discipline pupils even when they are not in school or in the charge of a member of staff.

- 2.7. Pupils are responsible for:
- Their own behaviour both inside school and out in the wider community.
  - Reporting any unacceptable behaviour to a member of staff.
- 2.8. Parents are responsible for the behaviour of their child(ren) inside and outside of school.

### 3. Definitions

- 3.1. For the purpose of this policy, the school defines “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:
- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
  - **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
  - **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
  - **Bullying** – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
  - **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
  - Possession of legal or illegal drugs, alcohol or tobacco
  - Possession of banned items
  - Truancy
  - Refusing to comply with disciplinary sanctions
  - Theft
  - Swearing, racist remarks or threatening language
  - Fighting or aggression
- 3.2. For the purpose of this policy, the school defines the school links the following behaviour with ‘Stages’. “Low level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:
- Low level disruption and talking in class
  - Failure to complete classwork

- Rudeness
  - Lack of correct equipment
  - Refusing to complete homework, incomplete homework, or arriving at school without homework
  - Use of mobile phones without permission
  - Graffiti
- 3.3. “Unacceptable behaviour” may be escalated as “serious unacceptable behaviour”, depending on the severity of the behaviour.
- 3.4. “Challenging behaviour” is defined as:
- Discriminative abuse
  - Verbal abuse
  - Bullying
  - Persistent disobedience or destructive behaviour
  - Extreme behaviour – e.g. violence, running away from school, vandalism
  - Any behaviour that threatens safety or presents a serious danger
  - Any behaviour that seriously inhibits the learning of pupils
  - Any behaviour that requires the immediate attention of a staff member

#### **4. Smoking and controlled substances**

- 4.1. In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.
- 4.2. The school has a zero-tolerance policy on illegal drugs and legal highs.
- 4.3. Any measures will be undertaken in line with the school’s Child Protection and Safeguarding Policy.
- 4.4. Where controlled substances are found on school trips away from the school premises, the parents of the pupil, as well as the local police, will be notified.

#### **5. Prohibited sexual harassment**

- 5.1. The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.
- 5.2. Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:
- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
  - Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names



- Sexual “jokes” or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
  - Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
  - Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual’s body
  - Taking, displaying, or pressuring individuals into taking photos of a sexual nature
  - Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, “up skirting”, “down blousing”, or flashing
  - Purposefully cornering or hindering an individual’s normal movements
  - Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
    - Accessing, downloading or uploading pornography
    - Sharing pornography via the internet or email
    - Creating or maintaining websites with sexual content
    - Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication
- 5.3. The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.
- 5.4. Punishments for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.
- 5.5. The school will address the effects of harassment and will provide counselling services for victims, or academic support services if the harassment has affected performance.

## **6. Items banned from the school premises**

- 6.1. The following items are banned from the school premises:
- Fire lighting equipment:
    - Matches, lighters, etc.
  - Drugs and smoking equipment:
    - Cigarettes
    - Tobacco

- Cigarette papers
- Electronic cigarettes (e-cigs)
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure
- Weapons and other dangerous implements or substances:
  - Knives
  - Razors
  - Catapults
  - Guns (including replicas and BB guns)
  - Laser pens
  - Knuckle dusters and studded arm bands
  - Whips or similar items
  - Pepper sprays and gas canisters
  - Fireworks
  - Dangerous chemicals
- Other items:
  - Liquid correction fluid
  - Chewing gum
  - Caffeinated energy drinks
  - Offensive materials (i.e. pornographic, homophobic, racist, etc.)
  - Aerosols including deodorant and hair spray

- 6.2. All members of staff can use their power to search without consent for any of the items listed above.
- 6.3. Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 6.4. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- 6.5. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 6.6. A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.

- 6.7. The school is not liable for any damage to, or loss of, any confiscated item.
- 6.8. The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
- 6.9. For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.
- 6.10. Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.
- 6.11. The headteacher will always be notified when any item is confiscated.

## **7. Effective classroom management**

- 7.1. The school understands that well-managed classrooms:
- Start the year with clear sets of rules and routines that are understood by all pupils.
  - Establish agreed rewards and positive reinforcements.
  - Establish sanctions for misbehaviour.
  - Establish clear responses for handling behaviour problems.
  - Encourage respect and development of positive relationships.
  - Make effective use of the physical space available.
  - Have well-planned lessons with a range of activities to keep pupils stimulated.
- 7.2. Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to follow the school rules which requires pupils to:
- Conduct themselves around the school premises in a safe, sensible and respectful manner.
  - Arrive to lessons on time and fully prepared.
  - Follow reasonable instructions given by staff.
  - Behave in a reasonable and polite manner towards all staff and pupils.
  - Show respect for the opinions and beliefs of others.
  - Complete classwork as requested.
  - Hand in homework at the time requested.
  - Report unacceptable behaviour.
  - Show respect for the school environment.
- 7.3. Well-managed classrooms are paramount to preventing disruptive and challenging behaviour – the school establishes four core areas to effective classroom management which each contribute to preventing behaviour problems, these are as follows:

- Classroom rules
- Routines
- Praise
- Rewards

### **Classroom rules**

- 7.4. Teachers establish classroom rules on an annual basis in conjunction with pupils, which define what is acceptable behaviour and consequences if rules are not adhered to.
- 7.5. Teachers ensure that classroom rules are always clear, comprehensive and enforceable.
- 7.6. Rules are placed on the classroom walls, and around school to ensure they are visible to pupils at all times, and they are regularly reinforced within the classroom.
- 7.7. Teachers explain clearly to pupils what will happen if they breach any of the rules so they are aware of the sanctions that may be imposed. (Stages)

### **Routines**

- 7.8. The school understands that pupils work best when there is an established routine, and that most behaviour problems arise because of a lack of a consistent routine.
- 7.9. Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily.
- 7.10. Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

### **Praise**

- 7.11. The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.
- 7.12. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

### **Rewards**

- 7.13. The school understands that when rewards are used following certain behaviour, pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:
- **Immediate** – immediately rewarded following good behaviour.
  - **Consistent** – consistently rewarded to maintain the behaviour.
  - **Achievable** – keeping rewards achievable to maintain attention and motivation.

- **Fair** – making sure all pupils are fairly rewarded
- 7.14. The school uses three different categories of rewards – these are:
- **Social** – praise and recognition, e.g. a positive phone call or email home.
  - **Physical** – material rewards, e.g. tokens, stickers or certificates.
  - **Activity** – activity-based rewards, e.g. extra play, free time.
- 7.15. Teachers may implement different types rewards as they see fit with approval from the headteacher; however, as a general rule, the following rewards are used:
- Tokens and stickers
  - Raffle tickets
  - Certificates
  - Free time
  - Positions of responsibility, e.g. prefect
  - Class celebrations
  - Lucky dips
  - Phone calls and emails home
  - Extra breaktime
  - Special privilege, e.g. non-uniform privilege
  - Stars of the week
  - Rocket Rewards

## 8. Positive relationships and approach

- 8.1. Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which Behaviour change can take place.
- 8.2. Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:
- Welcoming pupils as they enter the classroom.
  - Ensuring pupils understand what is expected of them.
  - Creating a positive environment where every pupil feels comfortable and respected.
  - Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
  - Engaging with pupils during lunchtime and breaktime.

- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.
- 8.3. Within the classroom, teachers establish clear expectations for manners and respect for pupils.
- 8.4. The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behaviour issues.
- 8.5. The school aims to promote resilience as part of a whole-school approach, using the following methods:
- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
  - **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
  - **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing
- 8.6. Positive mental wellbeing will be promoted through:
- Teaching in RSE and PSHE
  - Counselling - InsideOut
  - Positive classroom management
  - Developing social skills
  - Working with parents
  - Peer support
- 8.7. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH difficulties that could affect their behaviour.

## 9. The classroom environment

- 9.1. In order to prevent poor behaviour, the school understands that a well-structured environment is paramount.
- 9.2. Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early.
- 9.3. Wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

- 9.4. Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

## 10. Understanding behaviour

- 10.1. Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:
- Antecedent **(A)**: what happens before the behaviour occurs.
  - Behaviour **(B)**: the behaviour that occurs.
  - Consequence **(C)**: the positive or negative results of the behaviour.
- 10.2. Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.
- 10.3. When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:
- What appears to be the underlying cause of the pupil's behaviour?
  - Where and when does the pupil display this behaviour?
  - What are the triggers of the behaviour?
  - What acceptable behaviour can the pupil use to ensure their needs are met?
  - What strategies can be implemented for behaviour change?
  - How can the pupil's progress be monitored?
- 10.4. A Behaviour Plan is developed for each pupil displaying challenging behaviour once the ABC analysis is complete – this outlines the expectations of the pupil and the support required.
- 10.5. Necessary staff members will be familiar with the pupil's Behaviour Plan to ensure staff are equipped to deal with instances of negative behaviour.

## 11. De-escalation strategies

- 11.1. Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:
- Appearing calm and using a modulated, low tone of voice
  - Using simple, direct language
  - Avoiding being defensive, e.g. if comments or insults are directed at the staff member
  - Providing adequate personal space and not blocking a pupil's escape route

- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”

## 12. Intervention

- 12.1. In line with the Trust’s Physical Intervention Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.
- 12.2. Physical restraint may be appropriate in the following situations:
- A pupil attacks a member of staff or another pupil
  - A pupil tries to, or does, conduct deliberate damage or vandalism to property
  - A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
  - A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
  - A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
  - A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
  - A pupil is behaving a way that is seriously compromising good order and discipline
  - A pupil persistently refuses to obey an order to leave the classroom
- 12.3. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.
- 12.4. All staff will attempt to use the [de-escalation strategies](#) before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.



- 12.5. The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:
- Knives
  - Weapons
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any articles that have been used, or could be used, to commit an offence or harm
- 12.6. Though members of staff can search for all the items listed in [section 6](#) of this policy, reasonable force will only be used, if necessary, to search for the items listed in 12.5.
- 12.7. Any physical intervention used will be conducted in line with the Trust's Physical Intervention Policy.
- 12.8. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.
- 12.9. After an instance of physical intervention, the pupil will be immediately taken to a senior leader and the pupil's parents will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.
- 12.10. Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.
- 12.11. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

### **13. Managing behaviour**

- 13.1. Instances of poor behaviour are taken seriously and dealt with immediately. Where de-escalation strategies are not effective the school follows the 'Stages'.
- 13.2. The headteacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.
- 13.3. After an initial incident of negative behaviour, the following sanctions are implemented the head teacher follows the school's 'Stages' to support the child with a Behaviour Plan.
- 13.4. For punishments to be lawful, the school will ensure that:

- The decision to punish a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
  - The decision to punish a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.
  - The decision to punish a pupil is reasonable and will not discriminate on any grounds – as per the Equality Act 2010.
- 13.5. The school will ensure that all punishments are reasonable in all circumstances, and will consider the pupil’s age, religious requirements, SEMH needs and any SEND.

## **14. Behaviour off school premises**

- 14.1. Pupils at the school must agree to represent the school in a positive manner.
- 14.2. Staff can punish pupils for misbehaviour outside of the school premises.
- 14.3. Staff may discipline pupils for misbehaviour off the school premises when the pupil is:
- Wearing school uniform.
  - Travelling to or from school.
  - Taking part in any school-related activity.
  - In any way identifiable as being a pupil at the school.
- 14.4. Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:
- Could negatively affect the reputation of the school.
  - Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
  - Could disrupt the orderly running of the school.
- 14.5. Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school’s Anti-Bullying Policy.
- 14.6. The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.
- 14.7. In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.
- 14.8. Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

## **15. Staff training**

- 15.1. The school recognises that early intervention can prevent misbehaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behaviour problems in the classroom or during breaks and lunchtime.
- 15.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 15.3. All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour as part of their induction programme.
- 15.4. Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.
- 15.5. Some staff members are trained in the approved methods of physical intervention in line with the Trust's Physical Intervention Policy.
- 15.6. Staff will also receive training on the common symptoms of SEMH problems, what is and is not a cause for concern, and what to do if they think they have spotted a developing problem.
- 15.7. Teachers and support staff will receive regular and ongoing training as part of their development.

## **16. Monitoring and review**

- 16.1. This policy will be reviewed by the headteacher and mental health lead on an annual basis, who will make any necessary changes and communicate these to all members of staff.
- 16.2. This policy will be made available for Ofsted inspections.

# Appendix 1

## Our Behaviour Stages

Appendix A

### NUNTHORPE PRIMARY ACADEMY Behaviour Stages

Pupils can move through stages chronologically or move straight to a particular level depending on the seriousness of the offence. All offences from stage 3 onwards must be recorded on CPOMs and shared with parents.

Stages	Consequence	Offences
Stage 1 <b>Warning</b>	Verbal warning given. State to child that this is a stage 1 warning.	Repeatedly talking while an adult is talking. Talking when asked not to. Repeatedly shouting out Poor presentation in books Other low-level behaviour; rocking on chairs, inattention, Inappropriate behaviour around the academy; not lining up after break/ No homework / No PE kit Lack of correct equipment
Stage 2	Warning and reminder to child and parents that phone will be confiscated and parents will need to collect in person 2 <sup>nd</sup> Verbal warning given. State to child that this is a stage 2. Miss 10 minutes of playtime.  Exclusion from PE – remain in classroom/assembly hall.	Not handing in a phone (Y5 & 6) Chewing gum/sweets persistent noise making running around the academy/being inside at break time Rudeness Name calling/teasing Any persistently poor behaviour Persistently forgetting homework & PE kit
Stage 3	3 <sup>rd</sup> Verbal warning given. State to child that this is a stage 3. Miss 1 playtime. Report to Parents <b>Recorded on CPOMs</b>  Phone confiscated and parents will need to collect in person.	Spitting Rough play leading to someone being hurt Swearing Harmful behaviour in or around the academy Abusive/Hurtful comments Dishonesty Persistent disobedience Using a personal phone in school
Stage 4	Internal exclusion. Child is sent to work in another class. Pupil must apologise and state how they will put things right and behave in future. A generic letter/phone call is sent home explaining that the pupil was internally excluded. Miss 2 playtimes. 2 Stages 4 letters=1 stage 5 Confiscation of phone – screening may be necessary and consider contact with external agencies <b>Recorded on CPOMs</b>	Dangerous behaviour in or around the academy. Aggressive behaviour and/or violence Abuse/discriminative abuse Fighting, punching, kicking, strangling, marks made on skin. Vandalism/graffiti Rude/inappropriate language  Inappropriate use of a phone at school
Stage 5	Meeting with parents informing them of their child's behaviour.	Bullying Theft

	<p>Miss 3 playtimes. Suspend from after school activities until behaviour improves. Lose any academy privileges/ responsibilities. When one stage 5 is given outside agencies should be considered in order to prevent exclusion <b>Recorded on CPOMs</b></p>	<p>Racism Inciting/Premeditated violence Running out of the academy</p>
Stage 6	<p>Three stage 5 letters/ phone calls = 1st external exclusion. Further exclusions may apply if more letters/calls made to parents <b>Recorded on CPOMs</b></p>	

More than one stage two or above should result in an internal exclusion for 0.5 days.  
Each case will be given individual consideration and is at the discretion of the Head and Governing Body to determine the outcome.