University Schools Trust
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Cyril Jackson School
Part of University Schools Trust
Inspiring Minds Through Opportunity

Behaviour Policy

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
2024-2025	Section 2	Update to policies
2024-2025	Section 28	Addition of data collection and behaviour evaluation section
2024-2025	Section 26	Addition to behaviour outside school
2024-2025	Section 24	Update to effective pupil support
2024-2025	Section 20	Update to classroom management
2024-2025	Section 12	Update to behaviour management
2024-2025	Section 6	Addition of Social, Emotional and Mental Health needs section
2024-2025	Section 29	Addition of staff induction
2024-2025	Section 4	Update to pupil responsibilities
2024-2025	Section 4	Updates to staff responsibilities
2024-2025	Section 4	Addition of teaching staff responsibilities
2024-2025	Section 4	Addition of SENDCO
2024-2025	Section 4	Addition of Mental Health Lead
2024-2025	Section 3	Legislation updated in line with gov updates.
2025-2026	All sections	Reformatted
2025-2026	All sections	Review of all sections and appendices
2026-2027	Section 22	Addition of Restrictive Interventions
2026-2027	Section 12	Update to Suspension and Permanent Exclusions
2026-2027	Section 12	Update to Notifying local authority
2026-2027	Section 3	Update to legislation

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1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

"The school" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

"Schools" have a legal duty to work in partnership with families and to involve all those with parental responsibility in their child's education.

2. Scope of the Policy and Aims

- 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.
- Outline how pupils are expected to behave.
- Identify any safeguarding concerns that are the root of any unacceptable behaviour.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.
- Outline our system of rewards and sanctions.
- Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion.

3. Links to Legislation and Guidance Documents

3.1. Relevant Internal Documents

This policy should be read in conjunction with the following policies and documents.

- Child Protection Policy
- Complaints Policy
- Drugs Policy
- EYFS Policy
- Health and Safety Policy
- Acceptable Use Policy
- Home School Agreement
- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Pupil-on-pupil Abuse Policy
- Pupil Protection and Safeguarding Policy
- Smoke-free Policy

- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Pupils' Personal Electronic Devices Policy
- Behaviour Action Plan

3.2. Relevant External Documents

Relevant external documents to refer to are the:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'
- DfE (2026) 'Keeping Children Safe in Education (KCSIE)
- DfE (2026) Restrictive Interventions, including the Use of Reasonable Force in Schools
- DfE (2026) Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (statutory guidance)

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 pupils, 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 explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

4. Roles and Responsibilities

4.1. The Trust / School Committee

The Trust / School Committee has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where pupils can learn in a calm, safe and supportive environment, where dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

4.2. Headteacher

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any social, emotional and mental health (SEMH)-related issues that could be driving disruptive behaviour.

4.3. Senior Mental Health Lead

The senior mental health lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

4.4. SENDCO

The SENDCO is responsible for:

- Collaborating with the governing board, headteacher and the senior 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, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

4.5. Teaching Staff

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils 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.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

4.6. All Staff

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:

1. SENCO.
2. Headteacher.
3. Subject leader.

- As authorised by the headteacher, sanctioning pupils who display poor behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

4.7. Parents

Parents are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

5. Pupil Code of Conduct

Under Pupils will be responsible for;

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

- Help pupils to respect all members of the school community and their environment.
- Listen to each other and be sensitive to each other's needs. (Staff, parents, pupils and Governors)
- Co-operate and learn to take turns.
- Speak politely and calmly at all times.
- Take care of our school by keeping it clean and tidy so that it is a welcoming place of which we can be proud.
- Show respect for and value other pupils' property.
- Take pride in and value their own and other's work.

Help pupils to become independent and able to take responsibility.

At Cyril Jackson we believe we should help pupils to become independent and be able to take on responsibilities so that they are increasingly able to take control of their learning.

There are a range of ways in which we can do this:

- Involve pupils in organisation of their work within the classroom.
- Involve pupils in the planning and organisation of resources within the classroom.
- Ensure that pupils have a clear understanding of routines and procedures.
- Pupils are nominated to be Anti-Bullying Ambassadors, Playground Buddies and representatives on the school council.
- Pupils take responsibility for managing equipment, their homework and their belongings.

Help pupils to develop self control and understand the consequences of their behaviour.

- Move gently and quietly in the classroom and also in other parts of the school building.
- Manage tempers and feelings of anger by talking to a friend or seeking the help of an adult.
- Support pupils in the development of skills needed to deal with aggressors by being powerful without using violent or abusive retaliation – e.g. by teaching pupils to challenge 'aggressors' verbally (using conflict model to support pupils in identifying and resolving the situation independently), by using language such as 'don't do that, I don't like it' and likewise to develop a respect for that challenge from all pupils.
- Pupils have the opportunity to reflect daily on their collective behaviour, reviewing what has gone well and what can be improved. This then links to the class 'marble treat' reward.

6. Social, Emotional and Mental Health Needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will 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.

All staff will be made aware of how potentially traumatic adverse pupilhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. 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-related difficulties that could affect their behaviour.

7. Rewards and Sanctions

7.1. List of Rewards

At Cyril Jackson we believe that all staff should develop strategies and seek to reward and encourage good behaviour. The following strategies highlight the range of approaches that can be taken to support positive behaviour for learning:

Routines are the way that both adults and pupils ensure that behaviour has a positive impact on learning. We have agreed guidelines that support routines in school. We follow these clear guidelines calmly, consistently in a caring and cheerful way. We use the guidelines for both positive and negative behaviour to guide our expectations and everyday practice. These routines include:

- Using the stop signal
- To move around the classroom and school use 1,2 and 3
- Magnet eyes

Pupils are reminded to use appropriate 'voice levels' in the appropriate situations and locations. Staff use the hand signal to pause pupils from speaking and to ensure pupils are quiet.

We will use explicit positive reinforcement to promote and encourage good behaviour. e.g. 'Thank you for walking sensibly around school.'

We will acknowledge pupils who are behaving well by drawing attention to their achievements. This will be done in a variety of ways depending on the age of the pupils. In the case of younger pupils, a smile, positive action (Read Write Inc strategies) or a clap might be appropriate. All pupils who are working well and behaving appropriately will be given plenty of praise and encouragement.

As well as individual responsibility, pupils are expected to take some collective responsibility for the conduct of their class – in class, moving around the school and on external visits to museums etc.

Marbles are awarded for this whole class responsibility as follows: at the end of the day teachers and pupils review the behaviour and achievements of the class throughout the day. One marble is rewarded for generally good behaviour with no or few incidents. Two marbles for a calm, purposeful day with no incidents of inappropriate behaviour. Three marbles for an exceptional day e.g. where class has a supply teacher and behave to the standard expected of them, a pupil or group supported a distressed pupil, or other exceptional events as determined and agreed by class.

As well as individual responsibility, pupils are expected to take some collective responsibility for In Year 1, each class has a marble jar and 60 marbles as a visual motivator for pupils. From Year 2 onwards, teachers use ClassDojo to reward pupils individually and for whole class rewards. Each class needs to earn 60 marbles to earn the reward.

Please see appendices for further guidance.

A discussion takes place to justify the allocation of 1, 2, or 3 marbles. Pupils are rewarded with an external trip, an in-school picnic or other rewards as agreed by teacher and pupils.

Teachers can drive initiatives or individual class goals through the marble system, e.g. lining up or specific behaviours for learning.

Please see appendix for marble rewards guidance.

Communal displays are changed termly and these celebrate pupils' learning in a range of subjects. It is important that all pupils know that their work and learning is valued. The work of pupils with special educational needs (SEND) must be represented.

Staff will show their respect for pupils by creating a calm, caring and well-ordered environment within the classroom.

We have developed some systems for acknowledging and sharing achievements. We have a weekly assembly for the whole school in which achievements are celebrated with certificates presented in the assembly. The emphasis is always on pupils who have improved or sustained high standards of learning, learning behaviour and work, or pupils who have displayed kindness or the six competencies. Sometimes the certificates specifically link to school priorities, such as oracy.

7.2. Early Years

Stickers are used as rewards in the Foundation Stage. This is used to encourage positive behaviour that demonstrates the attitudes that are required for effective learning.

7.3. Key Stage One and Key Stage Two

Stickers are awarded to individual pupils in Key Stage One and Key Stage Two to promote the qualities of a growth mindset. We ensure that pupils know exactly why they were rewarded with a particular sticker.

ClassDojo points are used to reward positive behaviours.

Please see appendix for range of stickers.

For a small number of pupils with special educational needs, the intervention of the behaviour policy may be waivered.

In these instances, support will be sought from professionals within school, the Local Authority and/or our wider professional agency network, as appropriate. When this is the case, a Pupil Passport is put in place. The purpose of the Pupil Passport is to identify triggers to specific behaviours and to outline proactive strategies that should be used consistently to enable the pupil to regulate their behaviour.

8. Unacceptable Behaviour

Please see appendix for examples of unacceptable behavior.

Any sort of violence is unacceptable at school. Pupils will be taught that pushing, hitting, slapping, biting and kicking are wrong and likely to hurt someone.

We recognise that name calling and the use of abusive language is just as hurtful to pupils as physical violence. Pupils will be taught that this is unacceptable behaviour.

Bullying can be both verbal and physical. It leaves the victim feeling frightened, threatened or upset. It is usually more than an isolated incident but an individual incident will also be taken seriously. Staff are aware that bullying can occur both in the classroom and the playground and will look for indications of bullying such as behavioural changes or unwillingness to go out into the playground. If staff notice incidents of bullying they will first comfort the victim and then refer the aggressor to a senior staff member.

The school has a zero tolerance approach to bullying. Victims will be sensitively supported whilst perpetrators will be dealt with in line with school policy. Parents will be notified and incident forms will be completed and returned to the Local Authority.

Class teachers record any warnings, yellow cards and red cards on Arbor. This is recorded at the time of the incident or at the end of the lesson. The electronic recording of behaviour incidents enables all staff members, including senior management to access and therefore track patterns of inappropriate behaviour and address as required.

9. Strategies and Sanctions to Deal with Unacceptable Behaviour

When dealing with a pupil who has been using unacceptable behaviour we recognise the need for that pupil to be given time to regulate their emotions and be removed from the situation. This may be achieved by asking the pupil to sit on his/her own or the teacher may send the pupil to another class. Pupils should not be left outside of the classroom on their own. Each classroom has Emotion Explorer strategies displayed for pupils and staff to refer to.

We will aim to be good listeners, recognising that pupils may be able to modify unacceptable behaviour if they are encouraged to accept responsibility for themselves. It must be recognised that listening effectively can only occur at certain times e.g. A pupil who has been disruptive in the classroom might have to wait until playtime or lunchtime before he/she was given the opportunity to discuss his/her problems with an adult.

Pupils and adults may use Reflection forms to encourage pupils to reflect upon what they have done and to help them understand how to make amends.

Please see appendix for follow up guidance.

9.1. Sanctions

It is evident that pupils learn through making mistakes. At Cyril Jackson we believe that by challenging inappropriate behaviour we are offering pupils the choice to learn from their mistakes and take positive steps to address their learning in a more positive fashion.

Disruptive or unacceptable behaviour will result in a series of warnings:

- Verbal warning
- Yellow card – warning of consequence of persistent and deliberate negative behaviour
- Second Yellow card warning of consequence of persistent and deliberate negative behaviour
- Red card - Reflection time in another class
- Parents are informed by the class teacher, or the phase leader, and, if necessary, referrals are made to other support within school.

If a pupil shows exceptional behaviour after having had received a warning or yellow card, then they may be able to move back towards the white card (the neutral card where all pupils are at the beginning of the day.) The teacher may decide that a pupil may be moved back if he or she has turned their behaviour around and has demonstrated exceptional behaviour.

Behaviour guidelines are displayed in all classes

A 'red card reflection' leads to isolation from the pupil's class. A pupil who needs to complete a red card reflection will be sent to a partner class. They will be expected to complete a reflection form.

Pupils will return to their class to complete their learning. If deemed necessary, pupils will complete their learning task that they were due to complete in their class if no direct teaching is required. If the behaviour is very serious the pupil will be sent to a member of SLT who is not teaching, the Deputy Headteacher for Inclusion teacher or the Headteacher.

If a straight 'red card reflection' is received in the last hour of the day, pupils still need to complete a short reflection on the same day and their parents must be informed. They may need to then complete a reflection the following day too.

If a pupils receives three red cards in a term, the phase leader will meet their parent/carer. The meeting will include discussion about key targets for the pupils. Phase leaders will need to inform the Deputy Headteacher for Inclusion before the meeting if they deem it necessary for the pupil to have a behaviour plan. The behavour plan is monitored daily by the class teacher who provides feedback to parents on a daily basis. The phase leader or a member of SLT review the plan once a week. If there is no improvement, a meeting is arranged with the headteacher and the pupils' parent or carer.

Please see appendix for red card reflection task.

9.2. Informing Parents

It is very important for pupils to know that we will inform their parents if their behaviour is unacceptable. If a pupil receives a red card reflection, a phone call or face to face meeting takes place on the same day by one of the following: the class teacher, Phase Leader, Deputy Headteacher for Inclusion or Head Teacher on the same day.

Proformas
All behaviour monitoring forms and display charts will be given to staff during the Induction Inset in September. Additional copies can be obtained from SLT.

Staff Induction, Development and Support
New staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

SLT and the headteacher will review staff training needs annually, and in response to staff changes or any serious or persistent behaviour issues disrupting the running of the school.

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

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

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a pupil'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 situate internally
- Refer to Early Help
- Refer to Pupils's Social Care
- Report to the police

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

10. Off-site Behaviour

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 or member of the public
- 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 the staff member (e.g. on a school-organised trip).

11. 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 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 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, 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 pupils' social care may be appropriate.

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

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

12. Behaviour Management

We recognise that it is very important to teach pupils how to work together and form sound personal relationships with their peers, teachers and other adults in the school.

Class teachers will spend some time every day, talking to pupils about their behaviour. Teachers will encourage pupils to discuss their feelings and attempt to solve their own problems. Some activities will focus on co-operation and aim to teach pupils to share and collaborate. Teachers will focus on the subject of bullying and name calling through class discussion, drama, games, stories and through circle times. Advice can be sought from the Safeguarding Lead, Phase Leader or Deputy Headteacher for Inclusion if deemed appropriate.

Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

12.1. Suspension

Suspension is a serious sanction and will only be used where it is lawful, reasonable, proportionate and appropriate to the circumstances of the case. The school will consider suspension only where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, or where there has been a serious breach, or persistent breaches, of the school's Behaviour Policy.

The Headteacher has the authority to suspend a pupil for one or more fixed periods, up to a maximum of 45 school days in any one academic year, in accordance with current statutory guidance.

Before making the decision to suspend a pupil, the Headteacher will consider all relevant circumstances, including the pupil's age, SEND, any disability, social, emotional and mental health needs, safeguarding considerations, whether reasonable adjustments have been made, and whether appropriate support or alternative strategies could be implemented.

Parents and carers will be informed of the decision without delay and provided with the reasons for the suspension, its duration, arrangements for the pupil's education during the suspension where applicable, and information about their right to make representations in accordance with statutory guidance.

Where appropriate, a reintegration meeting will be arranged following the suspension to support the pupil's successful return to school. The school will work collaboratively with parents, carers and relevant professionals to identify any additional support required to reduce the likelihood of further behavioural incidents.

12.2. Permanent Exclusions

Permanent exclusion will only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's Behaviour Policy, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Before making the decision to permanently exclude a pupil, the Headteacher will consider all relevant circumstances, including the pupil's individual needs, any SEND or disability, safeguarding considerations, the Equality Act 2010, whether reasonable adjustments have been made, and whether all appropriate support and interventions have been considered.

The Headteacher will notify parents and carers of the decision in writing without delay, setting out the reasons for the exclusion, the arrangements for the pupil's education, and their rights in accordance with current statutory guidance.

The Governing Board will review permanent exclusions and qualifying suspensions in accordance with the Department for Education's statutory guidance, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (latest version).

Where appropriate, the school will work with parents, carers, the Local Authority and other relevant agencies to support future educational arrangements and ensure appropriate transition and safeguarding arrangements are in place.

12.3. Notification to the Local Authority

The school will notify the London Borough of Tower Hamlets (LBTH) of all suspensions and permanent exclusions in accordance with current statutory guidance and Local Authority requirements.

Notifications will be submitted via the Gateway Exclusions System, including the relevant exclusion details and a copy of the exclusion letter issued to parents or carers.

Where a suspension requires Alternative Provision (AP), or where a pupil is permanently excluded, the exclusion will be recorded on the Gateway Exclusions System using the appropriate category and any required Alternative Provision documentation will be completed and submitted within the required timescales.

The school will ensure that pupil information, including Special Educational Needs and Disabilities (SEND) status, is recorded accurately when notifying the Local Authority.

Where a pupil is subject to a Fair Access Protocol (FAP) placement or other Social Inclusion arrangements that prevent an exclusion from being recorded through the Gateway Exclusions System, the school will notify the Local Authority using the alternative process specified by the London Borough of Tower Hamlets.

For permanent exclusions involving pupils who reside outside the London Borough of Tower Hamlets, the Headteacher will also notify the pupil's home Local Authority without delay, in accordance with statutory guidance.

12.4. Guidelines for Staff

Stage 1

Attempt to modify behaviour by using the strategies listed. Be positive.

Use sanctions as listed. Colleagues support each other.

Try to communicate with the parents on an informal basis.

Have an informal conversation with the parents.

Discuss the matter with the Phase Leader

If behaviour does not improve go to stage 2.

Stage 2

Discuss pupil with Phase Leader. The Phase Leader to inform the Deputy Headteacher for Inclusion.

Arrange a meeting with parents/carers. Phase Leader to attend meeting.

It may be appropriate to set up a bespoke reward or behvaiour chart to encourage and motivate pupil to make positive behaviour choices. Before implementing this, the phase leader and Deptuy Head for Inclusion should be informed.

Phase Leader to inform Deputy Headteacher for Inclusion of the outcome of the meeting.

If behaviour does not improve go to stage 3

Stage 3

To be used if all other methods have been tried or if there has been a very serious incident of inappropriate behaviour

Phase Leader to inform Deputy Headteacher for Inclusion or Headteacher Parents/carers to be phoned and invited to a face to face meeting.

It may be appropriate at this stage to start a daily Individual Behaviour Plan.

13. Exceptional Behaviour Needs

Pupils with exceptional behavioural needs (these maybe due to a specific special educational need or a change in circumstance) may require the support and guidance from the Inclusion team (SENCo, SEN or external professionals).

Strategies may include removal from the school's behaviour system and the implementation of an individual behaviour plan. The plans focus on one or two targets that are achievable and which will make the biggest impact to the pupil's learning and wellbeing.

Adults provide time to help pupils reflect upon their behaviour plan regularly. Some plans may include a reward which motivates the pupil.

Reviews of the programmes will take place during Pupil Progress Meetings, annual reviews and other meetings as appropriate.

It is important that other pupils understand that individuals may need additional strategies and support, including removal from the behaviour system where appropriate.

ABC forms are recorded for certain pupils who are regularly displaying challenging behaviours. Adults who work with these pupils fill them out at the time of the behaviour. They are then uploaded to Arbor.

Local Authority Incident Sheets
All serious unacceptable behaviour including racist, sexist, religious and homophobic incidents are recorded on incident sheets. These are kept in the Finance Manager's office. Copies are available on the server or from the Safeguarding Lead. They are completed by the member of staff who dealt with the incident and then investigated by a senior member of staff who decides on the next action. If required a copy is sent to the Local Authority.

14. Parental Involvement

We feel that it is very important to work closely with parents. Parents are invited into school to special assemblies, parent workshops, concerts and other special occasions to share their pupils' achievements.

We hold 'Parent Consultation' evenings three times a year. Sometimes staff or parents may need to meet at other times and we urge parents and staff to contact each other if there are any concerns. The best time for staff and parents to meet is at the end of the school day, however, it may be necessary to make an appointment as staff sometimes have to attend meetings at 3.30pm. Parents and staff are encouraged to communicate in person.

We recognise that we need to be consistent with pupils. Pupils need to know that we are being 'fair'. However, it is also important to recognise that there could be extenuating circumstances that affect a pupil's behaviour e.g. death in the family, separation of parents, a pupil witnessing an act of violence, a pupil subject to some form of abuse. Parents/carers are urged to inform the Head Teacher if they know of anything which may be having a detrimental effect on a pupil's behaviour. This information will be treated as private and confidential.

If a pupil's behaviour is not modified and continues to be unacceptable the ultimate sanction will be to exclude them from school. Please see page 14 for details of exclusion procedure.

15. Communication Between Home and School.

Informal Communication
The first method of communication between home and school should always be informal. The parent or teacher may request a meeting.

Meeting with Parents
Following a phone call, a meeting may be arranged and where appropriate followed up with a letter.

16. Individual Behaviour Charts

Some pupils need extra support with behaviour. Some pupils may need a visual reminder or a reward to motivate or remind them to behave well. In this instance, class teachers will meet with Deputy Headteacher for Inclusion and create an individual behaviour chart. The chart will focus on one specific target that the pupil is to focus on. There may or may not be a reward, such as stickers, attached to the chart if needed.

17. Individual Behaviour Plans

The following method will be used if informal communication between home and school has failed to lead to an improvement in behaviour or the behaviour of a pupil has suddenly deteriorated.

A meeting will be called between the class teacher, Phase Leader and the parent. The pupil's difficulties will be discussed at the meeting and the pupil will be involved if possible. An Individual Behaviour Plan will be created in which one or two targets will be identified which will have the biggest impact on that pupil's learning and wellbeing.

The pupil will be asked to see the Phase Leader at the end of the week to reflect upon their behaviour plan that week. At the end of the week the sheet will be sent to the parent who will sign it and return it to school. The pupil's parents will be invited to return to school to discuss how the pupil is progressing when appropriate.

18. Daily Report

The following method of monitoring behaviour will only be used as a last resort and when all other methods have been tried.

Parents will be asked to attend a meeting with the Head Teacher and Deputy Headteacher for Inclusion. The pupil will also need to be involved. One member of staff either the Head Teacher or the Deputy Headteacher for Inclusion will be the pupil's 'Key Worker'. The pupil will be given a 'Daily Behaviour Sheet' which will be filled in by staff who come into contact with the pupil. 'The Key Worker' will monitor the pupil's behaviour. The pupil will take the sheet home every day to have it signed by the parent and return it to school the following day. Parents of pupils who are on a daily

report will need to come to school on a regular basis to discuss the pupil's behaviour with the 'Key Worker.' Co-operation between home and school is seen as vital at this point.

18.1. Red Cards

If a pupil has three or more red cards in a half term, then they are to meet with their Phase Leader and parents. During this meeting, targets will be set and reviewed two weeks later. The flow chart in the appendix demonstrates how this progresses to meetings with Deputy Headteacher for Inclusion and eventually to a meeting with the Head Teacher, if targets have not been met.

19. Lunch Time Supervision

The Midday Meals Supervisors are responsible for the pupils during the lunch break. The Headteacher and Deputy Headteachers are also on duty. The same code of conduct applies during the lunch break as at any other time. Pupils are expected to show respect to the Midday Meals Supervisors and to obey the rules. The supervisors are asked to make a note of any unacceptable behaviour at lunch time by logging it on Arbor. The Headteacher and Deputy Headteachers deal with any problems that occur at lunch time.

20. 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 pupil code of conduct 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.

21. Removal from classrooms

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

- Restore order if the pupil is being unreasonably disruptive;
- Allow the disruptive pupil to continue their learning in a managed environment;
- Pupils will be removed from the classroom for a maximum of one hour (or the duration of a lesson) as pupils should not be completing their learning tasks when they are removed from the classroom, unless there are exceptional circumstances.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as the use of teaching assistants.

Pupils will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

22. Restrictive Interventions including the Use of Reasonable Force

The school is committed to promoting a positive behaviour culture where de-escalation, effective communication and restorative approaches are used to prevent incidents from escalating wherever possible.

In exceptional circumstances, staff may need to use a restrictive intervention, including reasonable force, to prevent a pupil from:

- Causing injury to themselves or others.
- Committing a criminal offence.
- Seriously damaging property.
- Seriously disrupting the good order and discipline of the school where no other reasonable option is available.

Restrictive interventions will only be used where they are reasonable, proportionate, necessary and for the shortest time possible. Staff will always seek to use the least restrictive intervention appropriate to the circumstances and will cease the intervention as soon as it is safe to do so.

The school recognises that restrictive interventions should be a last resort. Wherever possible, staff will use proactive behaviour support strategies, de-escalation techniques and reasonable adjustments to reduce the likelihood of restrictive interventions becoming necessary.

The school will take account of individual pupil needs, including any SEND, medical conditions, disabilities, communication needs, trauma-informed approaches and Behaviour Support Plans when considering the most appropriate response.

Following any significant restrictive intervention:

- The incident will be recorded promptly in accordance with the school's recording procedures.
- Parents or carers will be informed as soon as reasonably practicable.
- The incident will be reviewed by the Headteacher or an appropriate senior leader to identify any learning, consider whether additional support or reasonable adjustments are required, and reduce the likelihood of future incidents.
- Appropriate support will be offered to both the pupil and staff involved where required.

Only staff authorised by the Headteacher will use restrictive interventions and all staff will receive appropriate training, guidance and support to ensure interventions are carried out lawfully, safely and in accordance with current Department for Education guidance.

Further information is available in the school's Restrictive Intervention Policy.

23. Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. 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.

24. Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

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

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

Designated wellbeing staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

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

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

25. Safeguarding

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

26. Behaviour Outside of School Premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided 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.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- 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 have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

27. Pupil 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 right support is in place, information related to pupil behaviour issues are transferred to relevant staff at the start of the term or year.

28. Data Collection and Behaviour Evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed at least termly by the headteacher and the SLT.

Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

29. Training

All staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

30. Appendices

30.1. Appendix 1 Pupil passports

Name:
Class:
Date:
Reviewed by:

Pupil Passport

Likes and Interests	Communication	Sensory Needs and Learning Style	Other Information
•	•	•	•

Challenges and difficulties	Green Zone strategies (proactive)
	•
	•
	•

30.1. Appendix 2 Behaviour Support Plan

Behaviour Support Plan

Name of child: **Class:** **Date:** **Teacher:**

Warning behaviours	Why the behaviour be happening	Active Amber Strategies	Red Behaviours	Reactive Red Strategies
		•		•

30.2. Appendix 3 Unacceptable Behaviour

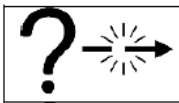
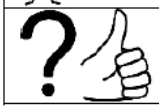
Behaviour Criteria

Classrooms

Verbal Warning	First Yellow Card	Second Yellow Card	Red Card Reflection
	1st	2nd	
Talking when someone else is talking			Swearing
Interrupting, calling out			Racist comments
Distracting others			Fighting
Not following instructions			Spitting
Damaging others' / schools' property			Deliberate disobedience
Inappropriate body language / movement			Stealing
Not listening			Bullying
Wandering, not being in the right place			Intimidating behaviour
Not lining up correctly			
Wasting time			Physically hurting someone
Breaking class rules			
Fiddling with equipment			
Name calling			
Being unkind			

30.3. Appendix 4 Follow Up Restorative Justice Conversation (follow up after reflection)

Restorative Justice

	What happened?
	What were you thinking at the time?
	How were you feeling at the time?
	Who has been affected by what happened?
	What needs to happen to make things right?

30.4. Appendix 5 Red Card Reflection

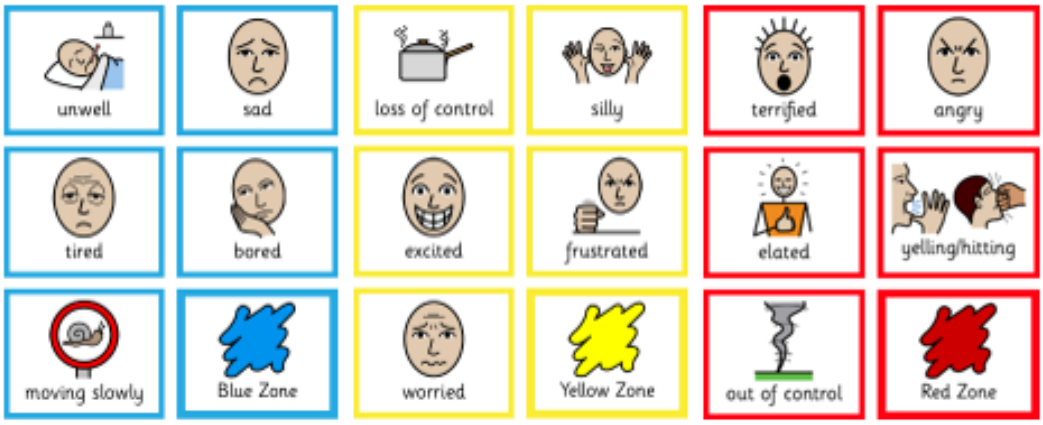
My Reflection

Name:	Date:	Time:

Which zone were you in?



Which emotion were you feeling?



What happened?

_____

_____

_____

How did this make others feel?

What could you do differently next time?

_____

_____

_____

30.5. Appendix 6 Red Card Reflections Flowchart

Receiving a Red Card

Is this the 3rd red card this child has received this half term?

NO

1st 2nd 

Child completes reflection

Class teacher to make a copy of reflection for parents/carers and keep the original on file

Class teacher to record the red card on Arbor

Class teacher to inform parents/carers at the end of the school day

YES

3rd 

Child completes reflection

Class teacher to make a copy of reflection for parents/carers and keep the original on file

Class teacher to record the red card on Arbor

Class teacher to inform parents/carers about red card and meeting with phase leader, at the end of the school day

Phase leader to meet with parents/carers and child

Set 1 – 3 goals / behaviour plan

Phase leader to review two weeks later

If goals have been met, no further action
If goals **have not** been met, headteacher to meet with parents/carers and child

30.6. Appendix 7 An example of a daily behaviour report card.

(Each one is different and tailored to individual pupil's needs.)

Pupil's Behaviour Chart

Week beginning:

Each target = 1 tick

1 tick = 1 minute of reward time at the end of the day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1 (9:00am – 10:00am)					
Session 2 (10:00am – 11:00am)					
Play time					
Session 3 – Maths					
Lunch time					
Session 4 (1:30pm – 3:00am)					
Reward time					

30.7. Appendix 7 Playground Golden Rules

Behaviour Criteria

Lunchtimes

Red Card Reflection 
Repeatedly entering out of bound areas (e.g. classrooms)
Racist comments
Swearing
Fighting
Spitting on someone
Bullying
Physically hurting someone
Intimidating behaviour
Breaking or damaging equipment on purpose
Stealing
Deliberate disobedience

30.8. Appendix 8 Lunchtime Reflection

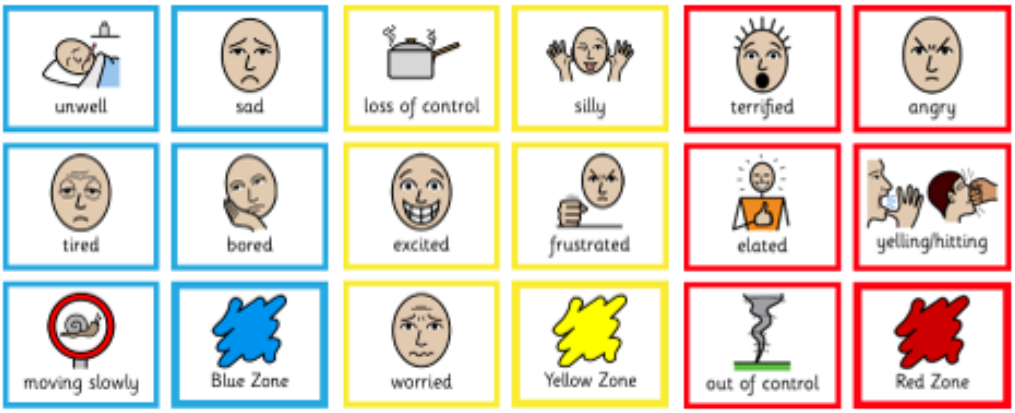
My Reflection

Name:	Date:	Time:

Which zone were you in?



Which emotion were you feeling?



What happened?

_____

_____

_____

How did this make others feel?

What could you do differently next time?

_____

_____

_____

30.9. Appendix 9 ClassDojo



