



RELATIONSHIPS AND BEHAVIOUR SUPPORT POLICY

Litcham School

November 2024

Written by	P Taylor
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Principles and approach

The principle which underpins our aims, objectives, policies and practices is a belief in the worth and potential of each individual student, regardless of that student's age, abilities, social and ethnic background, religion, sexual orientation or gender. Each student is entitled to equal regard which will be manifest in the same quality of teaching, resources and care as is accorded to any other student in the school based on their identified individual needs. Our approach is based around relentless positivity and using positive narration to identify and highlight our students that do regularly meet and exceed our expectations.

Introduction

At Litcham School, the Governing Body, Headteacher, Leadership team and all staff are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and pupils.

We are Trauma Informed and strive for the best relational practice.

Aims and Objectives

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To refuse to give pupils attention and a sense of importance for poor conduct.
- To help pupils self-regulate and be responsible for their own behaviour.
- To build a community which values kindness, care, good humour, good temper, discipline, respect and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is celebrated and normalised.
- To reduce suspensions and increase inclusion.

Our Relational Approach

- Excellent student/teacher relationships
- Students greeted by the teacher at the start of every lesson. At the Primary Phase, at the start of the day and beginning of the afternoon.
- A consistent and rigorous approach to the behaviour system.
- School rewards include achievement points. These acknowledge positive behaviour as well as achievement. At the Primary Phase, pupils work together as a class to earn a chosen reward.
- Staff are encouraged to use restorative meetings where appropriate
- Consequences rather than punishments
- Scripts are encouraged to ensure consistency and disempower negative behaviour, as well as support escalation techniques.
- Ongoing CPD: Trauma training, Norfolk 'Step On' training. Staff receive guidance and training to support a relational approach to student management.

Legislation, statutory requirements and statutory guidance

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

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education 2023](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

Use of reasonable force in schools

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

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

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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

Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations.

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

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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

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

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

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

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

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

Rewards

Rewards form a key strategy to improve and maintain Attitude to Learning. Rewards must be consistently applied across the school and should recognise:

- Positive Attitudes towards Learning (ATL)
- High quality work
- High quality homework
- Contribution to the school
- Participation in school activities
- Positive acts of citizenship.

At least 3 Achievement Points should be awarded each lesson on the board and on Arbor. All rewards will be recorded on Arbor.

Positives

- Awarded for criteria outlined above only. They are not to be used to reward expected behaviour.

- Pupils to receive certificates for 25, 50, 75 and 100 Achievement Points. Parents also informed through Arbor.
- Achievement point totals are recorded weekly in tutor groups through Expert Learner (Not at Primary)
- Termly positives for tutor groups announced in assemblies (Achievement point certificates awarded in celebration assemblies)
- Postcards
- Department, Heads of Year or class teacher postcards to be sent home for outstanding achievement. This should be a minimum of three per class per half term.

Attitude to Learning (ATL)

- Recorded half-termly and forwarded to parents through Arbor
- Letters, postcards and certificates issued through Heads of Year or class teachers for positive ATL Termly Achievement Assemblies
- Subject awards, one per year group
- Head of Year awards, one per year group • Pupils are awarded Expert Learner badges if they achieve this level in the school's Expert Learner programme Primary Phase (Rewards)
- Celebration Assemblies - certificates
- Class Rewards - stickers and prizes

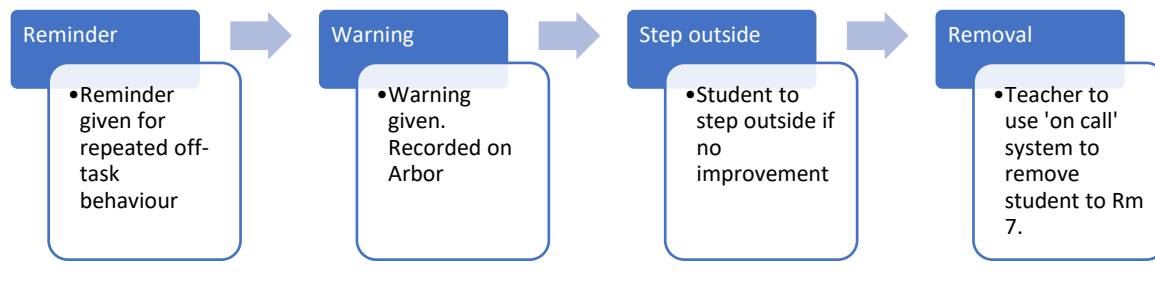
Rewards at the Primary Phase

- Pupils collect pom poms throughout the week. When their jar is full, they have their pre-selected whole class reward
- Golden Time
- Postcards sent home
- Headteacher's Award – certificate and badge

Secondary Phase

Our Approach to Classroom Behaviour

Poor behaviour in lessons prevents the individual student learning, others learning and prevents teachers helping all other students to learn. Poor behaviour or a lack of engagement in the classroom is not acceptable.



1. All pupils to hear friendly and enthusiastic **personalised greeting** – set the tone with difficult individuals. Then, lots of **generalised and specific positive narration** at the start of lesson and during **any transition point** within the lesson to **describe, reiterate and amplify the expected behaviours**. Any pupil not quite managing it will receive **personal positive encouragements/chivvy** to get them on track if showing signs of being off task. If any pupil does not respond to several of these positive encouragements give them -
2. **A reminder-** *'This is a personal reminder that I need you to.....'* and remind them of the expectations and thank them for following your instructions. A pupil should receive several positive behaviour encouragements before is told they now have received a 'reminder'. **Make sure you use the word 'reminder'**. Encouragements you give to describe the desired primary behaviour.
3. **A warning-** if the reminder and further positive encouragements do not result in improved behaviour, pupil to be told they now have a 'warning'. *'Consider this a warning that you need to focus on the work please. Do you want to ask anything about what you should be doing? Can I offer you more help or explanation?'* **Make sure you use the word 'warning'**. Encouragements you give to describe the desired primary behaviour.
4. **Removal to stand outside of the classroom briefly** - if a warning and further positive encouragements do not result in improved behaviour, pupil asked to stand outside briefly. Teacher to speak to pupil optimistically and restoratively, explaining what is required, telling them that as they have been asked to leave the classroom briefly, they will need a 2 minute conversation at lunchtime, and letting them know that further off task behaviour will result in removal and an after school detention. Dialogue to describe desired primary behaviour.

Script – *'I need to see you doing the work, thank you.. I will need to talk to you really quickly at lunchtime for 2 minutes about the lesson today, so make sure you get here quickly as I really want to be quick on this and not take any more than a couple of minutes of your time – you are an able pupil and I really want you to succeed and a couple of minutes at lunch is when we can put this right – go back in and have a good rest of the lesson, and see you lunchtime for 2 minutes, thanks. Don't forget to come for our chat or you'll have a longer detention tomorrow'*

5. **Removal from the lesson-** if pupil continues to behave poorly, the 'On Call' system will be used and the member of staff on call will remove the pupil for the rest of the lesson. Removal from the class will result in an after-school detention the following day, (Pastoral support to email/phone home). The teacher will be

asked to attend the start of the detention for a brief restorative discussion, if appropriate. Pupil to be removed to either Rm 7, SLT office or an alternative classroom. If the pupil is calm and regulated, they will return to the next lesson that day.

REMOVAL FROM LESSONS

- If a student is removed from a lesson, they will be escorted to Room 7. The class teacher will log the behaviour on our school system
- In Room 7 students must complete a reflective task (which will be shared with their class teacher teaching them in the lesson they come from to enable further support)
- Students will then complete work, following the same curriculum as other students. (This will be provided from the class teacher or a bank of resources related to the topics being studied at that time)

Repeated sanctions received in a day/week.

2 x Step outside in a day	The next 5 lessons in isolation (from second 'Step Outside' to the same point the following day). Student to report to Rm 7 at end of lesson that the second 'Step Outside' was received.	Rm 7/SLT office/Alternative classroom to be used for isolation.
3 'Step Outside's' or 'Removals' in a week	5 lessons in isolation Alert sent to pastoral leaders. Student to report to Rm 7 at end of lesson that the third 'Step Outside' was received.	SLT to arrange after school detention. Rm 7/PT office/Alternative classroom to be used for isolation.
Suspension Vaping Suspension	On return from suspension, 1 full day in isolation to include break and lunchtime. One lesson in isolation for re-education and support	Rm 7/SLT office/PSA office for all isolation. Student to remain in room for break and lunch.
2 x Lates	DAS organised by Pastoral Admin	
2 x Uniform	DAS organised by Pastoral Admin	

Pastoral Detentions

- The Pastoral Team can issue detentions for offences during social time or in reaction to other unacceptable behaviours, at their discretion.

Detentions After School (DAS)

- When a student has been removed, they will receive a detention after school (DAS) for the following school day (DAS run Mon – Thurs). Contact will be made with home to inform parents/carers.
- It is not the responsibility of the school to arrange for transport home following a DAS.

INTERNAL SUSPENSION

- If a student is removed twice in one day or three times in a week, an internal suspension will be implemented, the same day or the following day.
- An internal suspension may be implemented for other serious offences or a number of lower level offences.

SERIOUS BREACHES

Students who commit a serious breach will be triaged immediately without support steps. Please see our consequences grid below

OFF SITE DIRECTION

When deciding whether to direct students off-site or agree a managed move, the school will always seek to act in the best interests of the student(s) to support good behaviour and the rest of the learning community to preserve school culture and values. Head teachers have the power to direct students to off-site provision, with or without parent / carer consent.

[A guide for parents on school behaviour and exclusion - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/behaviour-exclusion)

To support your child with their behaviour, your child's school can decide that your child will be educated somewhere else for a limited period.

Your child could be educated at another school or alternative provision setting. This could also include your child splitting time between 2 different locations. This should only be used when it is the best way to support your child's behaviour. This arrangement is commonly known as off-site direction.

OTHER CONSEQUENCES

Alongside educating students about behaviour and our relational approach there are, as you would expect, consequences

- Please note that the list below is a guide and individual circumstances may be taken into consideration resulting in a different consequence being applied.
- This policy also applies to all students while travelling to and from school and other circumstances outside of school, at the discretion of the Head of School.
- Persistent breaches will result in an escalation to the next category and consequence.
- Students who do not meet expectations may not be allowed to attend visits or trips or represent the school at fixtures or competitions.. There will be no refund.
- Reasons for persistently poor behaviour may be linked to safeguarding concerns and students will receive appropriate support from relevant staff.

Category 1: BASIC expectations <ul style="list-style-type: none"> ➤ Uniform infringements ➤ Lateness to class ➤ Chewing gum ➤ Incomplete homework/not completed to the appropriate standard ➤ Disruption/Poor attitude to learning 	Likely Consequences: All staff Restriction Discuss issues with student Redo homework if not at the expected quality Parents contacted by teachers / text Parents asked to attend a meeting at school Recorded on Arbor
Category 2: <ul style="list-style-type: none"> ➤ Disruption to learning ➤ Poor conduct during break and lunch ➤ Attendance – late arrival to school ➤ Use of mobile phone when not allowed ➤ Poor Attitude to Learning 	Likely Consequences: All staff/Head of Year Detention after school with restorative conversation Loss of social time (break and lunch) Parents contacted Behaviour Support Plan (BSP) Phone confiscated until the end of the day
Category 3: <ul style="list-style-type: none"> ➤ Persistent disruption to learning – removal from multiple lessons. ➤ Refusing to follow instructions from an adult ➤ Poor conduct on buses ➤ Rudeness/disrespect towards staff ➤ Swearing ➤ Truancy ➤ Poor behaviour while on a Report Card ➤ Refusing to give staff a mobile phone when confiscated ➤ Leaving a lesson without permission 	Likely Consequences: Head of Year/SLT Internal suspension External suspension Parents contacted Loss of social time (break and lunch) Behaviour Support Plan Inclusion team advice
Category 4: <ul style="list-style-type: none"> ➤ Bullying, any form of Sexual harassment ➤ Damage to property or equipment ➤ Swearing at adults ➤ Malicious allegations against students or staff ➤ Racist/homophobic/sexist behaviour ➤ Smoking and vaping ➤ Fighting ➤ Persistent refusal to follow instructions from staff 	Likely Consequences: Senior Leadership Team (SLT) Fixed term suspension Police informed as appropriate Parents contacted Internal suspension
Category 5: <ul style="list-style-type: none"> ➤ In possession of drug or drug use equipment ➤ Under the influence of drugs or alcohol ➤ Supplying drugs or alcohol ➤ Physical assault ➤ Bringing a weapon into school ➤ Persistently poor behaviour when on a behaviour support plan 	Likely Consequences: SLT and Governing Body Permanent exclusion Police informed Parents contacted by the school.

Behaviour Panel

A behaviour panel will meet if a student is close to a permanent exclusion following persistent internal and external suspensions. This will consist of the Head of School, the Assistant Head (Behaviour and Attitudes) and the Head of Year. Decisions will be made that take into account all extenuating circumstances and will be made for the best outcomes for the school and the young person involved.

Scripted approaches to poor behaviour:

Script examples

<p>Start of the lesson</p>	<p><i>“Good morning/afternoon”, “Good to see you, how was your weekend?”. Set the tone of your lesson, make them feel welcomed and valued. Build rapport, describe expectations and narrate when you see it.</i></p> <p><i>“so many of you with uniform spot on, great, just a few to go” “thank you for looking great with shirts tucked in, ready to learn”</i></p> <p><i>“Sit down quickly, equipment out and do the Do Now – we already have 4/5/6 doing it, thank you”.</i></p> <p><i>“Excellent, I can see that you’ve got your equipment out in front of you and that you’re ready to learn”.</i></p> <p><i>“Nearly everyone in silence working well – just need a couple more and we’re there”.</i></p> <p><i>“Only 2 mins since the bell and nearly everyone dressed properly, with equipment out, working in silence - brilliant”</i></p>
<p>If a pupil is late</p>	<p><i>“Hi Come in, sit down and get your stuff out as quickly as you can, thank you. Quickly fill this slip in and then please get on with the Do Now.</i></p> <p><i>*No point asking them where they have been or why they are late – the slip will establish that and allow a fuss free start for that pupil without disturbing the group.</i></p>
<p>During the lesson</p>	<p><i>“Eyes on me, ready to listen and learn”. “Well done, excellent focus”.</i></p> <p><i>“Fantastic answer!, can you add anything else”.</i></p> <p><i>*If they ask to go to the toilet, ask them to give you a minute or two – “hang on, just give me a minute, just do a couple more minutes work and I’ll come back to you – Ok to hold on for a couple of minutes?” Then, a few minutes later - “Can you hold on until break/lunch time? If not, here’s the green lanyard and be quick” *Use your professional judgement to decide. Record toilet visits on Arbor, so we can identify those asking to go every lesson.</i></p>
<p>The end of the lesson</p>	<p><i>“Please pack away and stand behind your chairs in silence”. Then use time to give positive messages. “Well done for following the instructions so promptly”.</i></p> <p><i>“Brilliant lesson today, let’s recap what we have covered in class”.</i></p> <p><i>*Finish lesson and pack up 3 mins before the bell, this will give you time for positive messages and to hand out the rewards. “Lots of really hard work today thanks – well done – you really got through the work well and deserve real credit”.</i></p> <p><i>“ You contributed an excellent answer, have an achievement point”. “I’m seeing a group really working well” *Identify superstars and tell them why they are.</i></p> <p><i>*Give set messages – see below next section. Get them to leave in single file, “Have a really good day everyone, great lesson”.</i></p>

Movement around the school in between lesson instructions	<p>*In the 3 mins before the end of the lesson, remind the pupils of the expectations regarding movement around the school.</p> <p><i>“Move quickly and quietly to your next lesson. This is not a break. Do not go to the toilet or reception – reception is closed until break/lunch time.</i></p> <p><i>If you need the toilet ask your next teacher. If you need to go to reception, go at break or lunch time. Thank you”.</i></p> <p>*They can go to the toilet at break and lunchtime. They MUST go straight to next lesson so they are not late.</p>
Correcting uniform	<p><i>“All coats off and uniform correctly worn thanks” “Thanks for tucking your shirt in, thank you”. “Thanks for looking smart with your uniform correct and shirts tucked in” “Thanks for rolling down your skirt to the right length”. “Thanks for removing any surplus jewellery as per the uniform expectations” “I’m seeing lots of smartly dressed people – looks great”</i></p>

1. Catch up

Behaviour that results in a student being removed by the class teacher may need no more consequences. However, it is very important for the teacher to see the student for a 2 minute conversation before the next lesson, acknowledge that the previous lesson wasn’t good for anyone and that the next lesson is a fresh slate. (This could take place with the pupil at the end of the day, through an email or phone call home. If the student fails to attend a quick conversation with the member of staff, the teacher may choose to escalate this to a DAS so then the conversation can take place after school.

2. Restorative Conversation

Walk and talk, stack books and talk, clean tables and talk. The ‘Restorative Conversation’ is so much easier and more productive if it isn’t two people sat at a table making awkward eye contact. Much better to talk while doing something else.

The restorative 5:

- ‘What happened?
- What were you thinking at the time?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

These are questions for both the adult and the child. The purpose of the restorative conversation is not to build to a climax of apology. Rather to get students to look in the mirror and see their behaviour from a different perspective. It is a coaching conversation using a recent incident in sharp focus. There is real learning here, most of the time for the students, sometimes for everyone.

The Role of the Pastoral Support Team

The Pastoral Support Team are based in Rm 7. They consist of our pastoral support manager, 2 x pastoral support assistants and 1 x pastoral support administrator. They manage Rm 7 and organise students that are in isolation or have been removed from the classroom.

- PE kit issues/uniform issues (e.g. retainers for piercings)
- Incidents that have occurred in the past 24 hours
- Feeling overwhelmed and mental health issues
- Contacting home
- Arranging DAS
- Running friendship club
- Organising work for students in Rm 7
- Liaising with staff, parents and children regarding any school concerns.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. This is sometimes easy to remember using the following

S Several
T Times
O On
P Purpose

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">➤ Racial➤ Faith-based➤ Gendered (sexist)➤ Homophobic/biphobic➤ Transphobic➤ Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

TYPE OF BULLYING	DEFINITION
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Students

If you are being bullied in School:

- Talk to any adult you trust, taking a friend if it helps
- Don't listen to the bully when they say that you will be in trouble if you talk to someone. You are not doing anything wrong – they are
- You will be taken seriously and a record of your report will be kept
- If you are bullied online, keep all messages/screenshots or e-mails to report to the Police
- If you see someone else being bullied at School:
- The best thing you can do to help is talk to someone
- Do not listen to the bully when they say that you will be in trouble if you talk to someone. You are not doing anything wrong – they are

Parents/carers

If your child is being bullied or is bullying in School:

- We can help
- Contact the School and ask to speak to a student manager or Inclusion manager
- Talk over the problem with the student management team. Be sure of your facts. In particular, students who are being bullied can become upset, anxious and confused about what has actually happened
- Do not let your child talk you out of contacting School.

To combat online abuse and cyber bullying, ensure that your child is careful about whom they give their mobile phone number and e-mail address to and make sure you are in touch with which Social Media Apps they may be using.

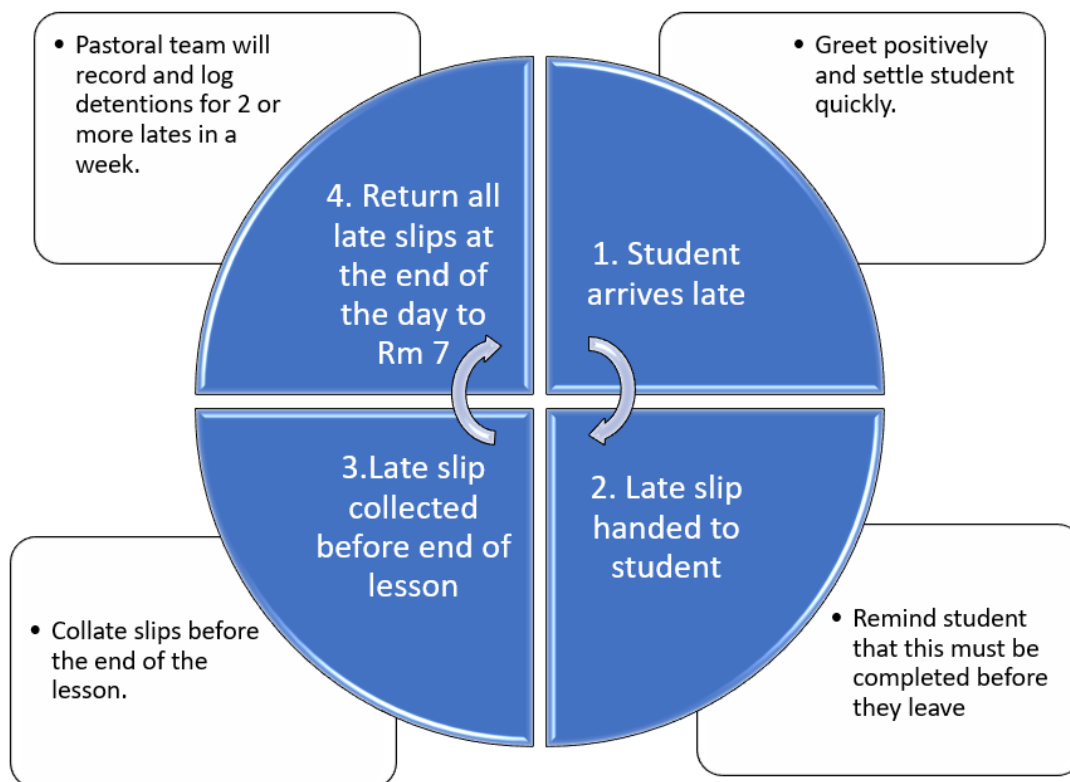
Discrimination

We strive to educate students on equality and take pride in our inclusivity, welcoming students and families from all backgrounds and cultures. The Equalities acts protects students from discrimination and harassment based on 'protected characteristics'. The protected characteristics for the schools provisions are:

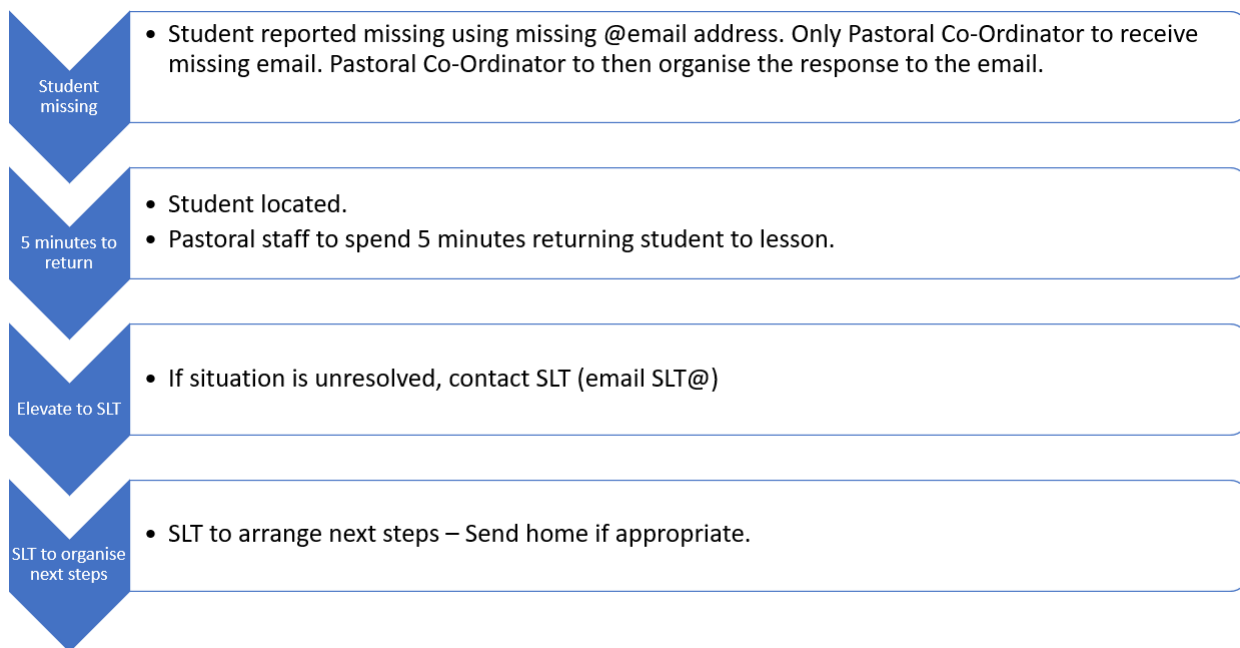
- age
 - disability
 - gender reassignment
 - marriage and civil partnership
 - pregnancy and maternity
 - race
 - religion or belief
 - sex
- (Age and being married or in a civil partnership are NOT protected characteristics for the schools provisions)

Our Anti-Bullying Ambassadors across Years 8-10 receive training from an external provider to enable them to support their peers as mentors and provide guidance with reporting instances of bullying. In the Spring and Summer term our ambassadors extend that support down to the primary phase where they assist with playtimes and facilitate games and positive relationships with our younger students. This also ensures pupils from the primary phase know some familiar faces when they first arrive in the secondary phase.

Students that are late



Students that refuse to go to lessons.



PRIMARY PHASE

At Litcham School Primary Phase, we take a preventative approach to behaviour management. Every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs. All children will be offered compassion and co-operative learning with a caring adult. Our vision is that we will support children to feel heard and understood and that this will allow them to develop the skills to overcome obstacles as they grow.

We have a positive and inclusive approach to managing emotions and well-being, which is built on recognising that all behaviours are driven by emotions. With this in mind, we work hard to develop emotional intelligence leading to our pupils developing emotional literacy. We believe that no child wants to behave in a negative way. It is our aim to develop a child's capacity to manage their behaviours by educating them about the emotions they are experiencing.

Each classroom environment is designed around supporting self-regulation and will allow our children to develop greater self-awareness in social and emotional aspects of learning. Children will be encouraged and supported to explore their emotions, how this impacts on their behaviour and the behaviour of others and strategies they can employ to self-regulate. This is supported through the use of strategies such as emotion coaching, restorative practice and where necessary logical consequences.

Emotion coaching

Emotion coaching encourages all adults in a school to look for indicators of negative emotions (often reflected through a pupil's behaviour or body language) and to empathise with, label and validate those emotions as they occur. This approach is contrasted with ignoring or minimising the behaviour (and emotions or feelings) or solely applying consequences to the behaviour. The key steps of emotion coaching are:

1. Empathy.
2. Labelling and validation of the emotion
3. Limit-setting (if needed).
4. Support with problem-solving (we utilise zones of regulation and restorative justice practices)

Restorative justice

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

In a rules-led system, the tendency is for the teacher to tell the child what they've done wrong, and how they will be punished for it. However, we believe that in such a system, children do not learn about the responsibility they had in that situation and how it affected other people, because it is an adult who has intervened and told them what they have done wrong.

Restorative practice, on the other hand, involves helping the child think through their behaviour, its consequences and what they can do to make it better. Our vision involves developing, maintaining, and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their own behaviour.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

Restorative Approach	Script
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RESPECT: for everyone; by listening to other opinions and learning to value them	'You will both have a say, but you need to listen to the other person first.'
RESPONSIBILITY: taking responsibility for your own actions	'What happened first?' 'What happened?'
REPAIR: developing the skills so that they have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.	'What were you thinking and feeling at the time?' 'What have you thought about it since?' 'Who has been affected and in what way?' 'How could things have been done differently?'
RE-INTEGRATION: working through a structured, supportive process that aims to solve the problem. Choosing a consequence that is relative to the behaviour (if not, repeat the 'repair' step and choose again or model choice).	'What do you think needs to happen to make things better?' 'What do you think your consequence should be? How will you spend that time making things better?' 'How do you feel now?'

We use a set of visual prompts to encourage children to reflect and discuss the above.

Logical consequences

Staff are able to remove pupils to a 1:1 space should they need it and when it is appropriate, to talk through the logical consequences to the behaviour with them; often this is not in the period immediately after an incident as the child(ren) concerned need time to emotionally regulate first.

The developmental age and specific needs of the child will be considered when deciding appropriate consequences, as will the child's physical and emotional state at the time. We recognise that a 'one size fits all' approach is not appropriate for our children, and this should be kept in mind when deciding upon an appropriate logical consequence.

Where a consequence is deemed necessary, these will be given and supported by an emotionally regulated adult.

Consequences will only follow when the child is regulated and able to reflect upon their behaviour, however this will ideally be during the same day as the behaviour occurred.

Staff will avoid any consequences which lead to shaming or humiliation of the child. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing.

A supportive/restorative conversation takes place as soon as possible, focusing first on the child's own feelings (physical and emotional). Then if appropriate, move to discuss how the other child/person may have felt.

Logical consequences include making up time for lost learning, reflection time (where the focus is upon the child's own bodily and emotional state) and reparation time, where the person that has been affected by the child's action is the focus, and actions are taken to repair the relationship. This can be in the form of verbal, written, picture, or an action, e.g. write a letter, make a card.

In all of these, the child should be supported by a regulated and supportive adult. This will be supported through the use of the school's own restorative justice visuals as part of a supportive conversation between all involved parties.

If the context is repeatedly problematic (e.g. assembly, playtime), the child will work with an adult to ensure subsequent participation can be successful, e.g. having reduced time / supervision / or not taking part in the activity. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child.

Logical consequences will be:

Related - consequence must be related to the behaviour.

Respectful - the consequence must not involve blame, shame or pain; and should be kindly and firmly enforced. It is also respectful to everyone involved.

Reasonable - the consequence is reasonable from the child's point of view as well as the adult's.

Helpful —it helps rather than hurts.

After a pupil completes their logical consequence, adults should praise his or her behaviour at the first opportunity to move attention away from the inappropriate behaviour.

We encourage positive behaviour in the following ways:

We make clear our stages of Emotion coaching and share the importance of expressing how we feel.

We discourage unsociable behaviour by promoting mutual respect and giving opportunities to self-correct.

We encourage children to take responsibility for their own actions and behaviour, to make the right choices and consider the consequences of their actions by offering time to reflect and through a restorative conversation where necessary.

We identify positive behaviour as a priority in all situations.

We refer to the class/school Charter regularly.

We offer Zones within our classrooms to calm, reflect and refocus.

Class charters

At the start of each academic year, every class will work collaboratively to create their own class charter. All children are involved in the decision-making process. This is a set of rules, promises or guidelines that children and adults have all agreed on for the classroom. We believe this helps children understand that they have certain rights in the classroom as well as a responsibility to each other and to their own learning and development. These rights are important, as they help to keep them safe and happy while they receive their education.

Adults will regularly reference the class charter, especially when it comes to health and wellbeing.

They can also use it to highlight poor behaviour when it breaks the rules laid out in the charter.

Through reinforcement, children will learn for themselves which behaviours are not appropriate for a good classmate, or responsible citizen to take part in. The class charter will also include the rights and responsibilities of the adults within the class, who will act as role models for rights respecting behaviours.

Responding to misbehaviour from pupils with SEND

Effectively managing the behaviour of SEND pupils requires a comprehensive approach that fosters understanding and collaboration. Teachers will need to make adaptations to support the behaviour of different children. For children with IEP's a discussion should be held with the SEND team to gain insights into each student's unique needs and challenges and which strategies would best support this. Drawing from these conversations, tailored strategies are then developed, aligning with the principles of restorative practice. These strategies encompass a range of approaches, including visual supports, sensory accommodations, and individualised behaviour plans that consider triggers and preferred coping mechanisms. By embracing restorative principles, such as active listening, empathy, and promoting positive relationships, educators can address behavioural issues in a holistic manner. Regular reviews and adjustments of strategies, in consultation with the inclusion team should be held to ensure a supportive and inclusive environment where neurodiverse pupils can thrive academically and socially.

The following information is for both the primary and secondary sites

Mobile phones

As a rural school, we understand that some students may need access to a mobile phone when using public transport. However, students will not need access to their phone during the school day.

- Pupils may bring a phone to school, but it should not be seen. They should be turned off and left in their school bag. No phones or earbuds/earphones to be seen on the school site.
- If a phone/earbud/earphones are seen, they will be confiscated and handed to the school reception. The first offence will result in the item being handed back at the end of the school day. Further offences will result in parents being called and asked to collect the item from the school.
- No mobile phones helps reduce the risks of distraction, disruption, bullying and abuse
- Mobile phones/earbuds/earphones are the responsibility of the owners. Litcham School are not responsible for damage to items brought on site.
- Mobile phones will be permitted when there is medical need, such as using apps to check blood sugar levels.

Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

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

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

Searching, screening and confiscation

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

Prohibited Items

There are certain items which are prohibited items and are not to be brought into school. These include, but are not limited to:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil) • Stinkbombs/waterbombs
- Aerosols
- Vapes and e-cigarettes
- Hooded sweatshirts
- Jewellery that doesn't meet the uniform expectations

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

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

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

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

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

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

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

If they still refuse to co-operate, the member of staff will contact the head of school, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

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

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

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

‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- Desks
- Lockers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

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

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

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

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

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

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

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

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

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

Who will be present

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

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

Off-site misbehaviour

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

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

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

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

- Could adversely affect the reputation of the school

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

Online misbehaviour

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

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

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

Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

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

Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

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

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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

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

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

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

Set out your approach to anticipating and removing triggers of misbehaviour below. Your approach may include examples such as:

Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

Training for staff in understanding conditions such as autism

Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

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

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

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

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

Where necessary, support and advice will also be 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 child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

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

[Include contact information for your local authority here]

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. This could include:

Reintegration meetings

Daily contact with the pastoral lead

Behaviour Support Plan

Referral to Inclusion Team

Pupil transition

Inducting incoming pupils

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

Preparing outgoing pupils for transition

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

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

Training

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

The proper use of restraint (STEPS)

The needs of the pupils at the school

How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

Behavioural incidents, including warnings, 'step outside' incidents and removal from the classroom

Attendance, permanent exclusions and suspensions

Use of pupil support units, off-site directions and managed moves

Incidents of searching, screening and confiscation

Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by the senior leadership team.

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

At school level

By age group

At the level of individual members of staff

By time of day/week/term

By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the chair of governors/head of school.

The written statement of behaviour principles will be reviewed and approved by the full governing board annually.