



School Behaviour Policy 2022-2023



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1. Philosophy

Being a responsible Citizen encompasses many aspects, one of which is making good choices, learning to behave appropriately, and having respect for others and the environment in which we work and live together. As a school, we believe it is important to prepare pupils for the next stage of their life. There must be a total consistency of expectation that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy and respect for all others, and place a high value upon individual achievement and personal development. We foster a positive environment where pupils exhibit a sense of commitment and pride in the school. We value our parent/carers and feel that collaborative working with them is extremely important. Our key aim of the policy is to promote positive behaviours and help pupils to understand the impact that inappropriate behaviours can have on one and other and how to make better informed choices in the future. We view behaviour being the responsibility of ALL; staff, pupils, governors, parent/carers and the community alike. A mutual respect and positive behaviour is the expectation for all and if this were not the case it should be challenged and questioned by ALL. At TMA, we promote excellent home/school partnerships with parents thereby encouraging an effective two-way partnership and genuinely celebrate the success of each other.

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

- 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.

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

3.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

3.3 Teachers and 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 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.

3.4 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, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with 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.

3.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy

- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural 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.

4. School Behaviour Curriculum

In order to maximise learning, we recognise that everyone in the school community has three basic rights:

- The right to learn.
- The right to respect.
- The right to safety and support.

What this means for each child is established within each year group at the beginning of every year. Teachers will also go through the expected behaviours at Two Mile Ash and the school's 3 Rights Behaviour

Flow Chart. This flow chart is displayed throughout the school and is referred to when needed. The flow chart clearly shows different behavior stages and the outcome of these. Please see Appendix 1 - 3 Rights Behaviour Flow Chart

Each pupil has a personal responsibility to respect the rights of all individuals in the school and its community by adhering to, and aspiring towards, the TMA Responsible Citizenship Diploma.

Teaching staff have the responsibility to implement and manage the School's Behaviour Policy, set high standards for behaviour, have high expectations of all pupils and to actively promote the Responsible Citizenship Diplomas.

They also must:

- Have personal responsibility to respect the rights of all individuals in the school and its community.
- Be aware of, understand and support the policies and procedures.
- Be appropriately organised for the task they are here to do.
- Ensure that they are aware of specific needs and requirements of pupils in their care.
- Ensure that everyone is safe and secure within the school environment and on educational visits.

5. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting

TYPE OF BULLYING	DEFINITION
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
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

5.1 Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, our Personal Development Curriculum as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. E-safety is an important part of the Curriculum and information for parents is included in newsletters, Facebook and on the TMA website. Pupils are taught to 'Point the Finger' and tell an adult in school if they are concerned that someone is being bullied.

5.2 Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff. In any case of alleged bullying, either the Class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents must be recorded. Parents of both parties should be informed. If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

6. Equality and Diversity

We must be aware and be vigilant to any form of bullying, discrimination or harassment of any nature. However, we need to be particularly aware of the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty) and any form of behaviour occurring against these rights will not be tolerated under any circumstances. As highlighted within KCSIE September 2022, being subjected to harassment, violence and or abuse, may breach children's rights as stated within the Human Rights Act. Children who are lesbian, gay or trans (LGBT), identify as LGBT or those who are perceived as being to be LGBT may be particularly vulnerable to be bullying and we need to be extra vigilant for signs of this. At Two Mile Ash School, we will not tolerate any form of bullying, discrimination or harassment and will ensure they are swiftly and fully investigated. We also believe in educating and supporting our school communities to help prevent the occurrence in the first place.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

At Two Mile Ash School, safeguarding and child protection is paramount and we are fully committed to ensuring the welfare and safety of all our pupils. We believe that students have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any student in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern in relation to safeguarding, TMA procedures and processes will be followed at all times in accordance with the Child Protection and Safeguarding Policy. Any concerns will be referred to the Senior Designated Safeguarding Lead (DSL); Hayley Cook or our Deputy DSL Sophie Haycock and Designated Safeguarding Officers: Sally Scriven, Lucy Eldridge, Heather Cormack-Mattu, Mary Roberts and Natalie Phillips as procedures state. Our safeguarding governor is Karl Enright.

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 child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

[TwoMileAshChildProtectionandSafeguarding](#)

7.3 Responding to good behaviour

At TMA we are constantly reviewing our reward systems to ensure consistency of use. Our aim is celebrate success which will raise the self-esteem of the child and their corresponding behaviour at home and school. If a child is emotionally intelligent, feels good about themselves and is achieving, they focus upon this and build on the positive foundations laid. 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 and successes to parents
- TMA Merits – celebrating progress and effort
- Certificates, prize ceremonies or special assemblies such as our weekly Celebration Assemblies, half-termly Headteachers Awards and weekly Student of the Week.
- Position of responsibility such as our Year 6 Leaders, Safeguarding Ambassadors, Wellbeing Leads, Sports Leaders, Student Council and Class Representatives.
- Whole class or year group awards such as Attendance Rosettes and year group class points

7.4 Responding to misbehaviour

There are, on occasion, times that mistakes can and will be made. Children are learning their way in the world and will need help and guidance at times. At Two Mile Ash, our aim is to be proactive in supporting pupils to learn from mistakes and take ownership of their own actions. This may mean accepting consequence for these actions.

At Two Mile Ash, we do not welcome punishments that set out to humiliate or belittle a child. All consequences have a learning outcome and aim to teach pupils that there are always repercussions for poor choices and inappropriate behaviour. Our goal is to help pupils learn to make informed and positive decisions and to choose a better way.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

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

7.5 Zones of Regulation

Self-regulation is something everyone continually works on, whether we are aware of it or not. We all encounter trying circumstances that test our limits from time to time. If we are able to recognise when we are becoming less regulated, we are able to do something about it to feel better and get ourselves to a better place.

We want children at Two Mile Ash School to grow into successful teenagers then adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

By addressing underlying deficits in emotional and sensory regulation, executive functions, and social cognition, Zones of Regulation is designed to help move pupils toward independent regulation. The Zones incorporates numerous visuals to teach pupils to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states. Two Mile Ash School has implemented the Zones of Regulation across the school as a strategy to assist our pupils in developing skills to maintain and improve their mental and social well-being. Teachers and children adopt the principles of Zones on a daily basis and we incorporate these into lessons and daily life. Zones forms part of the culture of our school. Zones of

Regulation supports our behaviour policy. Please visit the school website for more information on Zones of Regulation.

7.6 Positive Handling Intervention:

We adhere to the 'Milton Keynes Working Together Partnership' procedures. We strongly believe that early intervention with the focus on de-escalation is a priority and that 'positive handling' is to only be used as a last resort, to prevent injury to the child, others or significant damage to property and to maintain good order and discipline. A number of our staff are 'Team Teach' trained and we adopt the team teach ethos whereby, 'We seek to avoid injury at all costs however, it is possible bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that we remain safe'. Please see the Milton Keynes [Restrictive Physical Intervention Policy](#). Should a child require positive handling for their own safety or the safety of others, the parent/carer will always be informed and the incident is recorded in the positive handling bound and number book.

7.7 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.

7.8 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.

7.9 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

7.10 Searching, Screening and Confiscation

Two Mile Ash School will comply to the searching, screening and confiscation DfE advice for schools [Behaviour in Schools 2022](#). This reflects the response to the treatment of Child Q in December 2020. At Two Mile Ash School, if the police attend an incident at school that requires searching, the role of school staff is to always retain a duty of care for the pupils and advocate for their wellbeing. An assessment will be made of the balance between the potential mental and physical wellbeing of the child, and the risk of not recovering the suspected item. Our staff will be aware and knowledgeable about all other appropriate and less invasive approaches have been exhausted before involving the police. If a search does take place, Two Mile Ash School will do everything “reasonably possible” to inform parents ahead of the search, and must inform them after a search takes place. At least two other people must be present with the child throughout the search, one of which must be an appropriate adult. TMA will always focus on the wellbeing of the pupil during and after any search, whether an item is found or not. This should involve relevant staff, such as the Designated Safeguarding Lead. IFtL executive team will be informed should a police search be required.

7.11 Suspension and Permanent Exclusions

Two Mile Ash School do not wish to suspend or exclude any child from school, but sometimes as a very last resort and for very specific reasons, this may be necessary. A child may be suspended or excluded with the direct agreement of the Head Teacher. Every effort will be made to avoid the need for any exclusion, but the school will have the right to suspend/exclude pupils whose behavior infringes on the safety of themselves or others and infringes upon the rights of the school community.

Parent/carers will be informed of any form of suspension or exclusion in writing and their rights to appeal will be clearly explained within the letter. At Two Mile Ash School, we believe in the importance of inclusion and meeting of varied needs and therefore will regularly review and adapt provision to help reduce the need for exclusion. Close collaborative working and partnership with parents/carers and external agencies are also seen as key. Should the last resort of an internal exclusion, fixed term suspension be required, provision will be carefully considered and reviewed to help prevent the reoccurrence and these will be discussed and documented in the reintegration meeting.

During the period of suspension, the child will be provided with appropriate work as detailed within guidance. Internal exclusions may be used as part of a continuum to enable the child to regulate, reflect on their behaviour as part of the restorative practice bespoke to their needs. As with suspensions, these will be used as a last resort and adaptations will be made to help prevent the need for more moving forward. Internal exclusions must be logged and shared with parents/carers at all times.

Permanent exclusions will only occur in extenuating circumstances and only with the agreement of the CEO. Any decision to exclude a pupil will be lawful ((with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; fair; and proportionate. Permanent exclusion will only be used as an absolute last resort, in response to a serious breach, or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. In highly exceptional circumstances, if a child is permanently excluded, Two Mile Ash School will work closely with parents/ carers and the local authority, to arrange a place at an alternative educational setting as soon as possible so as to minimise any further breaks in education provision. Where the child in question is vulnerable, TMA will notify the local authority/social worker immediately.

Headteachers are able to cancel an exclusion that has not been reviewed by the governing board (previously referred to as rescinding/withdrawing a suspension or exclusion). It is expected this will be used where, following investigation, it is felt the suspension or exclusion should be cancelled, but where suspension or exclusion was the correct response initially. Where this occurs, parents and governors must be notified, as should social workers/virtual school heads if relevant. Cancelled suspensions and/or exclusions should be reported to governors on a termly basis.

7.12 Alternative Provisions

Some pupils may need further external support and access to therapies to help support them and their education. At Two Mile Ash School, we will approach the Primary Inclusion Partnership for a supported dual placement at the Milton Keynes Primary PRU. During this placement, regular meetings and support will be offered to the pupil to enable reintegration into Two Mile Ash School to be successful.

8. Responding to misbehaviour from pupils with SEND

As a school, we recognise that there are many pupils that may require additional support and intervention to help cater for their individual needs. For any child that has raised concerns or been highlighted as having significant difficulties, for whatever reason they will be put forward to our specialist Pupil Support Team via a panel meeting. It may then be decided that these pupils need planned, individual and targeted support programmes and reward systems in place to help support their needs. This is part of their provision and SEND interventions. Their misbehaviour will be addressed and appropriate sanctions followed in accordance to their agreed intervention plan contracted with the class teacher, specialist Pupil Support Team, Head of Year and SENCO. We will aim to identify the needs of the pupils early and work closely with parent/carers and external agencies to help support their needs and promote positive behaviour. We recognise the importance of identifying the SEND need underlying the behaviour and provide support to meet the need rather than addressing the behaviour as a separate entity.

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 balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil 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.

8.1 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

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

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

8.2 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 to create the plan and review it on a regular basis.

8.3 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

9.0 Recording and Monitoring of Behaviour.

All behaviour incidents and consequences will be recorded on Safeguard Software to ensure records and patterns are accurately established and analysed. The data will be analysed on a regular basis and reported at weekly meetings. Any concern surrounding general behaviour and/or individual pupils will be discussed in the year group meetings to ensure a proactive approach to situations. Whole school and year group patterns of behaviour will be analysed and monitored at least half termly and will be used to inform current and future practise. It is the responsibility of the class teacher to record incidents on Safeguard Software. We must ensure that all behaviour is recorded in a professional way and suitable for parental/ carer viewing should they request.

Version:

V1 - Tuesday 1ST September 2020

V2 - Monday 12th July 2021

V3 - Thursday 21st July 2022

V4 – Friday 21st October 2022

Approval:

This policy was ratified by Two Mile Ash Governing Body.

Next Review on or before:

September 2023

This policy will be reviewed annually by the Two Mile Ash Strategic Leadership Team and approved by the Governing Body at least on an annual basis (although amendments prior to this may occur to reflect the key changes and proposals within curriculum currently occurring)

APPENDIX ONE:

Every member of our Two Mile Ash Community has a fundamental right to learn in a safe, supportive environment and to be treated with respect.



The right to LEARN

The right to BE RESPECTED

The right to BE SAFE

- * Talking when an adult or another child is talking
- * Not following instructions
- * Inappropriate language (not swearing)
- * Not being in the correct place
- * Wasting time during transitions
- * Fiddling with equipment
- * Off-task behaviour
- * Interrupting/calling out
- * Not listening
- * Disrespecting property
- * Not lining up correctly
- * Breaking class rules
- * Name calling

- * Swearing
- * Fighting/aggression
- * Bullying
- * Shouting at an adult
- * Physical violence towards a child or adult
- * Leaving class without permission
- * Persistent refusal to obey rules
- * Discriminatory comments
- * Spitting
- * Vandalism
- * Theft

