

Overdale Infant School



Behaviour Policy and Statement of Behaviour Principles

(including Anti Bullying, Restraint and exclusion)

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Policy Review Date:	November 23	Headteacher Hayley Holmes	<i>Hayley Holmes</i>	
Ratified by Governing Body:	September 22	Matt Davis	<i>Matt Davis</i>	

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1. AIMS

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying
- Outline our system of rewards and sanctions

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:

- 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 give schools the authority to confiscate pupils' property
- 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. RESPECT, RESILIENCE AND RESPONSIBILITY

Our core values are at the heart of our school. We expect all staff and pupils to demonstrate them at all times and for pupil behaviour to be outstanding.

Respect – Adults and pupils alike show respect for each other. We promote equal opportunities through non-discriminatory practices. We respect our belongings and the school environment.

Responsibility – Staff and children take responsibility for their actions and any disagreements are resolved in a restorative manner. We take responsibility for the world we live in and take care of the environment.

Resilience – Staff and children develop resilience in everything they do supported by those around them. We persevere when things are challenging and ask for help if we need it.

We promote our school values daily through assemblies, our curriculum and adult modelling. Certificates are awarded to children when they demonstrate one of our school values.

At Overdale Infant School we believe that:

- Everyone has the right to feel safe at all times
- High standards of behaviour are essential for a successful school and for achieving the school's vision
- All members of the school community should be free from discrimination of any description.

4. BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. At Overdale Infant School this behaviour is referred to as being **Several Times On Purpose (STOP)**

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
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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy

[3917DDE332EC21EF211484448D6DB8A1.pdf \(oaktrust.org\)](https://www.oaktrust.org.uk/3917DDE332EC21EF211484448D6DB8A1.pdf)

5. ROLES AND RESPONSIBILITIES

5.1 The governing board

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

5.2 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 behaviour logs on CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

5.3 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 using our Child Protection Online Management System (CPOMS)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will monitor records of behaviour incidents and support staff in responding to behaviour incidents where necessary.

5.4 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, working in collaboration with them to tackle behavioural issues.

5.5 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
- 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 expectations 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. Feedback will be gathered from pupils once each term in the format of a pupil survey. This will be supported by our Pastoral Lead.

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

6. SCHOOL BEHAVIOUR CURRICULUM

At Overdale Infant School we use the behaviour management system of 1-2-3 Magic alongside Restorative Approach.

6.1 1-2-3 Magic

- The principles of 1-2-3 Magic are:
 - to have separate reward and sanction systems which are not linked. i.e. a reward for positive behaviour would never be removed for negative behaviour.
 - Limit the amount of talking, discussion and emotion during a behaviour incident.
 - Have clear start and stop behaviours which the children are familiar with.

Each classroom has our school start and stop behaviours displayed clearly. There are two kinds of behaviour which often become the cause of a problem.

STOP behaviours

- Things you want a child to STOP doing
- Frequent everyday issues, talking over someone, not sharing etc.

To remind children to stop these negative behaviours staff use the 1-2-3 counting procedure.

START behaviours

- Things you want a child to START doing
- Positive activities such as tidying up, doing work etc.

To remind children to start these positive behaviours staff use praise, simple requests and 1-2-3 counting procedure

START and STOP behaviours are set across the school, being the same in each classroom. Our school Start and Stop lists are:

Start	Stop
Being kind (politeness, sharing, being respectful, manners) Concentrating (Focus) Being ready to learn (listening, settling down to tasks quickly, transitions) Making the right choices	Hurting others (Punching, kicking, spitting, biting) Being disrespectful (Talking over others, shouting out, being rude) Breaking things

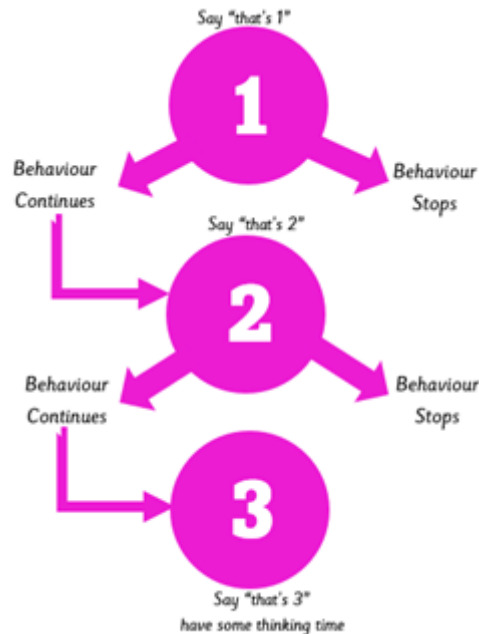
Staff remind children of the behaviours on each list regularly and refer to the list when using the 1-2-3 counting procedure.

A key element of 1-2-3 Magic is **no emotion, no talking**. This means when counting staff do not talk, explain or rationalise with the child. Staff do not get angry or otherwise emotional during or after. Staff may accept one explanation, if necessary, but lectures and wordy explanations are not effective. This is essential to the effectiveness of 1-2-3 Magic. 90% of the time when the system does not work it is because this element has not been followed.

At Overdale Infant School the use of 1-2-3 Magic co-exists alongside the use of Restorative approach. For smaller incidents of behaviour which do not warrant an interruption in

teaching 1-2-3 magic can be used effectively. For larger more serious incidents a 3 may need to be given immediately while a child is supported or comforted and then a restorative conversation can be held after the thinking time.

If behaviour is persistent and repetitive, rather than repeating the 1-2-3 counting procedure continually, staff switch to the restorative approach to enable the child to understand why their behaviour is not acceptable and the effect it is having on others.



At the end of each teaching session or play session every child starts back at zero. Counting in 1-2-3 Magic is never rolled over into a following session.

Once a child has reached a 3 they are directed to have thinking time. This may be quietly on their own in a specified place in the classroom or might be sat with a member of staff. A timer will be set for five minutes. There will be no talking to the child during the thinking time nor once the thinking time has ended. Once thinking time has been completed the child starts back at zero again.

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

Parents will not be informed if a child receives a 1 or 2. Parents will be informed if a child has two threes in one week. If the 3 has been given immediately for a serious incident the parents will be informed on the same day.

The reward system within 1-2-3 Magic enables staff to reward children for a wide range of positive behaviour. Staff across the school award pieces of pasta to children which are placed into a class pasta pot. Before this begins the children in each class choose the reward they would like to share when the pasta pot reaches a particular point. This enables the children to know what reward they are working towards.

All children and staff can earn pasta to be placed into the class pot. When the pasta is filled to the specified level the whole class enjoy the reward together. As previously mentioned, pasta would NEVER be removed from the pot for any negative behaviour.

6.2 Restorative Approach

If a child has more than one 3 in a day or week or a child has been involved in a conflict with another child, it may be appropriate for staff to take a restorative approach.

This gives the child an opportunity to learn from their behaviour and engage in acts of empathy and forgiveness. Staff will use a restorative script to help the child understand the consequences of their behaviour and the member of staff will work with the child to make amends.

This will provide all those involved:

- with a chance to tell their side of the story and feel heard
- to understand better how the situation happened and how it can be avoided another time
- to feel understood by the others involved
- to find a way to move on and repair any damage done to their connections with the others involved, or even build connections where there were none previously.

The Pastoral Support Worker (PSW) or the Senior Leadership Team (SLT) may become involved through referral from class staff or from monitoring of behaviour records on CPOMS. Either the PSW or a member of the SLT will then work with the child to support them in improving their behaviour and understanding why this is important.

If this escalation occurs, parents will be made aware and involved in behaviour modification as soon as possible. They will be asked to come into school to discuss ways of helping their child. Parents will always be spoken to privately and confidentially, away from other people.

If a child's name is repeatedly brought to the attention of the Headteacher or SLT, the parent/carer will again be invited into school to discuss the problem. The Class Teacher will be told of unacceptable behaviour out of the classroom by other teachers, support staff and any other staff employed at the school where necessary.

A programme to help the child modify his/her behaviour will then be worked out jointly. For children with complex needs with Element 3 funding or an EHCP reasonable adjustments will be made, these will be agreed with parents in advance

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 START and STOP behaviours clearly in classrooms

- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Following the clear routines established across the school
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Using positive reinforcement

7.2 Safeguarding

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

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our 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, see link below.

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7.3 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 via a phone call or written correspondence
- Certificates linked to our school values.
- Pasta for the class pot which builds to a whole-class reward

7.4 Responding to Misbehaviour

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, where necessary.

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.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Giving the child a 1, 2 or 3 in line with 1-2-3 Magic
- Expecting work to be completed at home
- Loss of privileges – for instance, the loss of playtime due to persistent negative behaviour towards others during this time.
- Referring the pupil to a senior member of staff
- Phone call home to parents of all children involved in any physical incident
- Removal of the pupil from the classroom by distraction or diversion
- Fixed term exclusions
- Permanent exclusions, in the most serious of circumstances

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 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 serious disorder
- Hurting themselves or others
- Damaging property

Incidents of **reasonable** force must only be used if **necessary** and must be **proportionate** to the situation, they must:

- Only be carried out by a Team Teach trained member of staff, where possible
- Be alerted to SLT via radio to allow for support to be directed accordingly.
- 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 on CPOMS and the Leicester City Council Physical Intervention record.
- Be reported to parents on the same day.

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.

In the event of reasonable force being used with a pupil a positive handling plan will subsequently be created and shared with all staff. This aims to allow strategies to be put into place to avoid the need for further use of force.

7.6 Searching, Screening and Confiscation

Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned to the pupil. Parents will be called, and a meeting will be arranged with a member of SLT to discuss how the item came into the child's possession.

Prohibited items include:

- Mobile technological devices
- Knives or weapons
- Alcohol
- Any kind of drugs or medication and paraphernalia deemed to be related to drug use
- Stolen items
- Tobacco and cigarette papers
- Matches or lighters
- 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)

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

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

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. A second member of SLT will be present during the search.

Teaching staff will be able to confiscate mobile technological devices, and these will be taken to the Headteacher immediately.

Any search by a member of staff for a prohibited item listed in above will be recorded on CPOMS, including whether or not an item is found.

Parents will be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as possible.

7.7 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

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).

8. SERIOUS SANCTIONS

8.1 Fixed Term And Permanent Exclusions

Overdale Infant School seeks to avoid exclusions. These take place only for very serious incidents or when other strategies have been tried extensively to improve behaviour but have not been successful. In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion. The headteacher and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies e.g. the Educational Psychologist (EP) and Behaviour Support Team (BST). Fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

8.2 Reasons for Exclusion

A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Physical abuse of another child or adult, e.g. biting, kicking, punching, etc.
- Verbal abuse of another child or adult, e.g. taunting, swearing, insolence, refusal to answer, etc.
- Deliberate breaking or stealing of property
- Racial abuse, use of racist language or any form of discriminating behaviour
- Bullying
- Endangering the safety of themselves or others
- Frequent high-level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to any adult in school
- Any behaviour deemed to be inappropriate

In the Run-up to a Possible Exclusion

In cases where an exclusion seems likely to occur, the school will:

- Warn parents/carers in writing that the pupil is at risk of exclusion
- If time allows, arrange a meeting with the parents to plan how to support the pupil in an attempt to avoid the need for exclusion.
- Take account of views of the pupil
- Keep written notes of all verbal warnings given to the pupil and advice given to parents/carers
- Involve the EP and/or BST and/or other agencies, as soon as possible.

8.3 Roles and Responsibilities

Only the headteacher or, in their absence, a member of the senior leadership team acting in their stead, can exclude a pupil from school.

8.4 The Exclusion Process

Single Day Exclusion - In the first instance it is probable that a single day exclusion would be used.

The headteacher is responsible for:

- Applying the civil standard of proof when establishing the facts in relation to an exclusion.
- Complying with their statutory duties in relation to pupils with SEND when administering the exclusion process, as outlined in the Special Educational Needs and Disabilities (SEND) Policy.
- Considering any contributing factors that are identified after an incident of poor behaviour has occurred, e.g., if a pupil has suffered bereavement, bullying or has a mental health issue.
- Considering the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour.
- Reviewing the effectiveness of exclusions as a sanction, e.g. if a pupil has received multiple exclusions or is approaching the legal limit for exclusions in an academic year.
- Considering what extra support may be needed to identify and address the needs of individual pupils, particularly those with SEND, eligible for FSM, LAC/PLAC and those from certain ethnic groups.
- Engaging effectively with parents in supporting the behaviour of pupils with additional needs.
- Determining whether a pupil will be excluded on disciplinary grounds.
- Withdrawing any exclusions that have not been reviewed by the governing board, where appropriate.
- Ensuring any decision to exclude is lawful, rational, reasonable, fair and proportionate.

- Complying with the requirements of the Equality Act 2010 when deciding whether to exclude a pupil.
- Ensuring they have considered their legal duty of care when sending a pupil home following an exclusion.
- Making the decision to exclude based on the evidence available at the time, regardless of any police investigation and/or criminal proceedings.
- Ensuring that all information provided to parents is clear and easily understood.
- Notifying the governing board and LA of their decision to exclude a pupil where appropriate, as well as the pupil's home authority if required.
- Notifying the governing board once per term of any exclusions not already notified.
- Organising suitable work for excluded pupils where alternative provision cannot be **arranged**.

If an exclusion is considered appropriate:

- Parents/carers will be notified immediately by telephone and asked to remove their child from the school.
- They will be given a formal letter outlining the reason for exclusion, the exclusion process and details of procedures they may wish to adopt e.g. appeals procedure.
- The Chair of Governors will be notified in writing at the time exclusion is decided, as will the appropriate agencies of the Local Authority.
- The school will also work to put in place a "re-integration" programme for the pupil on his/**her return**.

Fixed Period Exclusion – Fixed period exclusions must not exceed 45 school days in any one academic year. Work will be set by the school for the child to complete at home during the first five days of the exclusion. If the period of exclusion is longer than 5 days the school will contact the parents to inform them of the arrangements that have been put in place to provide education for their child from the 6th day of the exclusion. The parents are responsible for the care of their child in the first 5 days of exclusion. If a pupil is excluded for more than 15 days in one term (this includes a multitude of exclusions including half days) parents/carers may request a review.

Permanent Exclusion – If fixed period exclusions are unsuccessful in reforming the child's behaviour then it will eventually become necessary to permanently exclude the child from the school.

8.5 Representation to the Governors Disciplinary Committee

Parents/carers can make representations about the exclusion to the Governors Disciplinary Committee. This will be formed of three Governors. These Governors will be responsible for electing a Chair of the Disciplinary Committee.

8.6 Post Exclusion Planning

Re-integration into the Excluding School.

The headteacher will convene a meeting to discuss and make plans for the re-integration of the pupil after an extended exclusion. The meeting will make the necessary preparations for the pupil's return to school and will involve the parents/carers and the pupil. Parents/carers are entitled to take a friend or supporter. A member of the Governing body may also attend the Re-integration meeting where possible.

The meeting will consider all aspects of re-integrating the pupil, including the provision of additional support. Any previous behaviour management plans will be revised, and new targets agreed. If there were no plans prior to the exclusion, then a plan will be drawn up. All plans will include elements of a contract between the parties involved so that the pupil will know how to achieve success. The school will set realistic targets and review dates will be set. The meeting will also consider whether the pupil has additional needs and whether enough is being done to support those needs.

8.7 Monitoring and Review

The Governors monitor the exclusion procedure, in order to ensure that any exclusion will be handled properly. The headteacher keeps detailed records of any exclusion made by the school. Governors are informed if an exclusion has taken place since the last Full Governing Body meeting.

Governors take into account any local or national decisions that affect the exclusions process and make any modifications necessary to this policy. This policy is made available to all parents, so that they can be properly informed about the exclusion process.

For more information on Exclusions please read Leicester City Council Exclusions – A brief guide

9. RESPONDING TO MISBEHAVIOUR FROM PUPILS WITH SEND

9.1 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 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.

- Overdale Infant School's approach to anticipating and removing triggers of misbehaviour. Approaches may include but are not limited to:
- Short, planned movement breaks for pupils with SEND who need sensory breaks
- Adjusting seating plans to allow pupils with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for pupils with sensory issues
- Training for staff in understanding conditions such as autism, ADHD and early childhood trauma
- Use of alternative spaces (sensory room or nurture room) where pupils can regulate their emotions during a moment of sensory overload

9.2 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.

9.3 Considering Whether A Pupil Displaying Challenging Behaviour May Have Unidentified SEND

The school's special educational needs and disabilities co-ordinator (SENDCo) 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.

9.4 Pupils with an Education, Health and Care Plan (EHCP)

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.

10. TRAINING

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

- The use of 1-2-3 Magic
- Restorative Approach
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

A selection of staff from across the school are also Team Teach trained to ensure the correct use of force.

11. MONITORING ARRANGEMENTS

11.1 Monitoring And Evaluating School Behaviour

The school will collect data on the following:

- Behavioural incidents, via CPOMS
- Attendance
- Fixed term and permanent exclusions
- Use of pupil support units, off-site directions and managed moves
- Surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

11.2 Monitoring This Policy

This behaviour policy will be reviewed by the headteacher and full governing body every two years, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.