High Rocks Federation

ASPIRATION INCLUSION COLLABORATION

BROADWATER DOWN PRIMARY SCHOOL

Behaviour For Learning Policy

This is a policy specific to Broadwater Down Primary School within the High Rocks Federation.

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1. Introduction and Principles

"I have come to the frightening conclusion: I am the decisive element in the classroom, it is my personal approach that creates the climate. It is my daily mood that makes the weather… In all situations, it is my response that decides whether a crisis will be escalated or de-escalated; a child humanised or dehumanised."

Haim Ginott

All behaviours are communications; everything we do, all our words, actions, postures, planning, organisation and also what we do not do, contribute to behaviour management. We all have a choice about how we behave.

Some of the strategies in this policy are based on those suggested by Paul Dix, a well-renowned behaviour specialist and Executive Director and founder of Pivotal Education.

At Broadwater Down Primary School there are three principles which everyone has agreed to:

BE READY	***BE RESPECTFUL***	***BE SAFE***

Our community strives to uphold and maintain these principles by ensuring that there is:

- Consistent, calm adult behaviour.
- First attention to best behaviour for learning.
- Routines are clear, repetitive and consistent across the school.
- Scripting based on emotion coaching is in place for difficult interventions.
- Restorative approaches are in place to follow up incidents.

We wish to ensure that we have a safe, happy and caring community, which encourages respect for others' feelings, beliefs and possessions.

"Small, persistent and visible shifts in adult behaviour have an incredible effect on children's behaviour. The message is: don't get distracted by temporary distractions; get behaviour right first. Innovative teaching and learning cannot be built on inconsistent behaviour practice."

Paul Dix

2. Aims

This policy aims to:

- Create together a learning community for children and adults that is safe, caring and happy and that promotes good citizenship.
- Ensure that all adults and children in our school are respected and respect others, their cultures, their differences and their opinions.

- Make sure that our children have the courage to take responsibility for their own actions and are able to verbalise their feelings about these, in order to make the right choices.
- Secure a commitment to excellent behaviour management amongst all adults in school which results in excellent behaviour for learning amongst children, throughout the school.
- Ensure that parents are part of our commitment to excellent behaviour for learning and that they understand how they can support their children at home.
- Engage the whole school community in providing a powerful learning environment, rich in creativity, where we celebrate the efforts of all.

3. 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
- Special Educational Needs and Disability (SEND) Code of Practice.
- DfE guidance .

The policy will be published on the school website.

4. Bullying (child on child abuse)

Bullying can be defined as 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'. DfE Preventing and Tackling Bullying

Bullying is recognised by Broadwater Down Primary School as being a form of child-on-child abuse and that children can abuse other children.

Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (for example, excluding people from groups) and spreading hurtful and untruthful rumours.

The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically this can include sending

offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Broadwater Down Primary School recognises that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Broadwater Down Primary School believe that bullying should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.

All victims of bullying will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

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: 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

We have detailed measures in place to prevent bullying (including cyber-bullying, prejudice-based and discriminatory bullying) and these are set out in our Anti Bullying Policy.

Any incident of bullying or of harassment in relation to race, gender, sexuality or disability should always be reported to the headteacher straight away. This is fully investigated and reported on line via the Kent front door system.

Staff are guided by the procedures for dealing with such incidents in the Anti-Bullying Policy. These include measures to prevent child on child abuse and the response to the incident.

5. Responsibilities

All members of the school community – teaching and non-teaching staff, parents, pupils and governors, are responsible for their behaviour and how this impacts on others. As a community we will:

- Work as a team, supporting and encouraging each other.
- Provide a well-ordered, safe environment, which promotes good behaviour for learning.
- Treat all children and adults as individuals and respecting their rights, values and beliefs.
- Foster and promote good relationships and a sense of belonging to the school community.
- Offer equal opportunities in all aspects of school life and recognise the importance of different cultures, genders, abilities, religions and backgrounds.
- Encourage, praise and positively reinforce good relationships, behaviours and work.
- Reject all bullying or harassment in any form.

The senior leadership team is responsible for:

- ensuring that there is a clear behaviour policy in place, which is reviewed annually and communicated to staff, pupils and parents
- ensuring that the policy is adhered to by staff, pupils and parents
- financial planning to allow for good levels of behaviour management
- setting the expectations for behaviour and conduct for staff, pupils and parents
- supporting staff in managing behaviour across the school by giving advice and feedback
- making decisions about higher level actions, such as exclusion and managed moves

6. Professional Behaviour

Adults in our school shape and have impact on, the behaviour for learning of our children. It is our responsibility to ensure that we adhere to this policy and that our practice is simple, highly effective and most importantly, consistent.

We recognise that establishing and adhering to routines in and around the school is a powerful way of helping our children to create the right conditions for learning. We will all support each other in this and where necessary, challenge negative behaviour demonstrated.

These routines are based on visible kindness, commitment, patience and consistency of approach.

They are reviewed regularly and discussed as a team. The Junior Leadership Team is also part of this review. Here are guidelines we adhere to:

Classroom

- We meet every child as they come into the class with a 'hello' and a smile.
- We are always ready in the playground to greet the children as they enter through the gate and into school.
- We make children feel important and valued.
- Rules are clear and appropriate.
- We refuse to shout.
- We give first attention to those doing the 'right thing'.
- We make a point of recognising and praising behaviour that is 'over and above'.
- We never humiliate those who demonstrate negative behaviour.
- Children who disrupt learning are dealt with discreetly and respectfully.
- Any consequence for poor behaviour is dealt with quickly so that children can start afresh.
- We communicate good news home regularly.
- Planning is devised with the needs of the children in mind.
- The end of the lesson always ends in positive reflection.
- Classrooms are always tidy, well resourced and well organised.

Around school

- We always greet others with a smile and 'hello'.
- We give first attention to those doing 'the right thing'.
- We make a point of recognising and praising behaviour that is 'over and above'.
- We always deal with behaviour (positive or negative), rather than walking past.
- We deal with poor behaviour at lunch time and/ break time discreetly, following the strategies in the section above.

7. Positive Behaviour Management Strategies

7.1 Creating a positive learning environment

We aim to create a calm environment by ensuring that:

- Display backing/walls are neutral.
- Windows are clear and notice free.
- Displays/ work do not hang from the ceiling.
- Resources are clearly labelled, appropriate and in working order.
- Ventilation is good.

Displays, such as a recognition board are used to promote positive behaviour for learning. We do not display/ give 'air time' to negative behaviours; there are no warning systems or 'clouds' or unhappy emoji style displays. Any instructions/ rules that are displayed are positive.

Displays show current work/ pupils and are regularly updated.

Seating is carefully thought out depending on the need and social dynamics of the group.

7.2 Readiness for Learning

Classes understand what 'ready for learning' looks like. Adults use strategies such as:

- Countdown ("5, [instruction], 4, [instruction], 3 [instruction]…" etc.)
- Simple language and clear instructions to reduce cognitive load
- 1, 2, 3, Eyes on me. Children say back, '1, 2, eyes on you.'
- Jingle of bells or other gentle music instrument
- Tactical ignoring of low level behaviours such as: disengagement, slouching etc.

Teachers set the class to work using clear instructions, linked with the learning outcomes and success criteria. Children are clear on how much time they have; what the task is; who they are working with; and what signal the teacher will use to pause their learning.

There is always a time for positive reflection and praise built into the lesson. We also use assertive behaviour strategies such as these sentence openers:

- You need to…
- I need to see you…
- I expect…
- I know you will..
- Thank you for…

Strategies to promote positive behaviour around the school

- **Walk tall!** – everyone must walk around school, where possible on the left. Shoulders back, eyes front and arms down.
- **Say hello!** – everyone will greet and be respectful to others whilst walking around the school or outside.

8. Celebrating and supporting behaviour for learning

We have a number of ways in which we celebrate and support children's behaviour for learning.

8.1 Celebrating positive behaviour for learning

As a staff we get to know the children who we have in school and in our classes, promoting positive relationships. We make sure that we care and invest time in noticing and talking about children's individual lives and emotions. We know that children, particularly from vulnerable groups, need this attention and stability.

We are also willing to engage in activities with the children, maintaining a non-punitive stance and showing them that we are interested in what they are doing.

"Burying children in punishment builds a deep resentment. It is the daily [positive] drip, drip, drip that is highly effective."

Paul Dix

We have other several systems that can be used across the school:

- Recognition boards in classes which focus on one behaviour a week/ day
- Recognising the 'over and above'. i.e. 'Thanks for helping me with 'x'. You weren't asked to, you've done over and above.'
- House point system
- Headteacher certificates
- Play buddies
- Golden Table tickets – given to children who are demonstrating good table manners during lunchtime
- In class strategies such as 'secret student'.

8.2 Managing negative behaviour for learning

We use preventative strategies to avoid the escalation of behaviour as much as possible. Effective preventative behaviour strategies include:

- building effective relationships with parents and using their knowledge to provide effective support for students
- building positive relationships with students e.g. taking an interest in them and their situation, greeting students and asking questions about them
- explicitly explaining, teaching and prompting expected behaviours and procedures. Being clear about boundaries and rules in and around the school and classroom
- providing high rates of acknowledgement to all students. Looking for opportunities to acknowledge students who might be most at risk of exhibiting risk behaviours
- getting to know students and their personal signs of distress, and identifying times or situations that may be potentially stressful or difficult for individual students
- providing tasks and activities that are at the correct level for all students, adapting work and offering appropriate scaffolds
- providing opportunities for active engagement of students who seek to avoid certain situations, tasks or activities
- intervening early at the first signs of stress, distress or agitation
- actively supervising classroom and non-classroom areas for potential areas of conflict. If necessary, making environmental changes to accommodate the issues
- demonstrating a supportive approach through facial expressions and body language
- responding flexibly by adapting to the specific situational factors that may increase behavioural risk

- speaking calmly and clearly, even when a risk situation is emerging
- providing students with reasonable options; be prepared to compromise, not giving in to unreasonable expectations, but working in a solution focused way
- using active listening techniques
- addressing issues quickly and individually. Talking to students aside from their peers or other people, when it is possible
- being sincere in communications with students
- sharing information in a professional and appropriate way with colleagues e.g. consideration for
- confidentiality of students

We know that all children struggle at times and it is our role to remain positive, clear and consistent when dealing with negative behaviours. The following process can be applied anywhere in school and used by teachers or teaching assistants:

Reminder	Remind the child of the rule/s briefly and what you expect them to be doing/ how they should be behaving.
Caution	Warn them (discreetly, not in front of the class) and make them aware of their behaviour and outline the consequences. "Think about your next choice, I know you can make the right one
Last chance	Give them a final opportunity to engage, offer a positive choice and refer to previous examples of good behaviour. Use the script below to support this. The child will stay behind for 2 minutes at the end of the session.
Script:	"I can see that you are [angry, upset, frustrated etc]. It's OK to be [angry etc] but it's not OK to … It was the rule about [being SAFE, being READY, being RESPECTFUL] that you broke. Do you remember last week/ yesterday when you [name something positive]. That's who I want to see today and I know that you can do it."
Time out	Make sure all the children know where the time out space is. This will be a space that enables the child to calm down, reflect, breathe and compose themselves. It is NOT in view of other children. Time out is: • 5 mins using a timer. • Child is sat in silence. • If the child disrupts this time, the timer is paused. It restarts, with a reminder after the child is ready. After 5 minutes, talk to the child and use the steps outlined below.
Repair	This will be a chat at the end of the session or something more formal if a serious behaviour incident has occurred.
Restorative Approaches	There are several ways to carry this out. Essentially, the conversation needs to include: • What happened? • What were you thinking at the time?

	• What do you think now? • How do you think that made 'X' feel? • Who has been affected by this and how? • What should we do now? Restorative approaches, when implemented in a whole-school approach: • Develop emotional literacy, conflict resolution skills, truth recognition, accountability, responsibility. • Improve behaviour, attendance, learning, teaching. • Increase empathy, happiness, positive life skills. • Reduce exclusions, detentions, conflict, bullying, need for sanctions. • Compliment SEAL, PSHEE, Citizenship.

8.3 Managing challenging behaviour

For children showing very challenging behaviours in our school, the following strategies (in addition to the strategies outlined above) are used:

- Contact with the parent – This is frequent and purposeful. The parent needs to hear positive comments as well as negative. The conversation should not be in front of other parents, but discreet. Give a balanced view of behaviour and show understanding of different needs.
- Behaviour Support Plan (see appendix 1) – this is put in place if a child is demonstrating challenging behaviour on a daily basis. This will be set up in conjunction with SLT and the SENCo and will involve parents from the start. It will include a risk assessment.
- Reward sheet – this will be set up in agreement with SLT and the parents. It will show rewards only (sticker, smiley faces) and be reported back to SLT and parents on a weekly basis.
- Outside professionals – in agreement with parents and the Inclusion Manager, the involved of behaviour specialists may be used to support more complex cases.

9. De-escalation Strategies

A range of de-escalation techniques are deployed. In order to use these strategies effectively, it is important to consider what we say, how we say it and the body language that we use as well. Effective de-escalation strategies include:

- **Diversion/Distraction -** Often pupils enter a period of emotional hijacking, where they find it difficult to break out of a train of thought or pattern of behaviour. Distracting the pupil with a job (even if made up by the adult – such as going to give a message to a teacher or moving some resources) can be enough to break the pattern. Younger children can often be set back on track by being given a new task to do or being asked to look at something interesting.

- **Humour -** Often a child can be supported to make good choices with humour. This relies on the pupil and staff member having a good relationship. The staff member has to use careful verbal and body language to ensure this is used appropriately.
- **Acknowledge the emotion** - Validate the students emotions, confirming to them that it is legitimate to feel upset, angry, exhausted (etc.) Respond to the emotion they are expressing and not the emotional intensity.
- **Agree with the student** - If it is possible to do so, find some truth in what is being said or expressed by the student. This reduces the conflict and can assist in being solution focussed, preventing escalation. This does not mean giving in or accepting everything they say as valid. It involves finding a small area of agreement in order to begin moving towards resolution and avoid further conflict.
- **Clarification** - If a student is very upset it can be difficult for them to express what they are saying meaningfully. Use questions to show them that you are listening, understanding and clarifying their perception of the incident.
- **Peer Support -** Sometimes, pupils can be asked to support another child in making good choices. This is often affective with pupils who are good friends or when an older child supports a younger one.
- **Choices -** For some pupils who refuse to follow instructions, receiving two choices can help them to move forward. The choices need to achieve what the teacher would like the child to do, but give ownership of decisions to the child.
- **Time Out (see previous section) -** 'Time out' will be allocated according to the age and needs of the pupil. No child should be left on 'time out' for extended periods of time.

10. Serious Incidents

The following examples of serious behaviour incidents will require the same process as detailed in section 6.2 but may also result in positive handling to deescalate the situation. The serious behaviour incident is recorded on CPOMs following the agreed format (see appendix 2). This is to help support the child by understanding the possible triggers and intentions of the behaviour shown. They are also used as helpful evidence if this is required for funding or an EHC plan.

A serious incident may include the following:

- Extreme aggression towards an adult or child Deliberately causing damage to school property Racially abusive name-calling
- High level of repeated unkind acts

11. Confiscation and searching

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation and the school's Searching, Screening and Confiscation policy.

12. 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 executive headteacher 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.

13. 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.

14. Staff development and Support

Staff access a range of training opportunities, depending on role and need. These include staff meetings and specific training provided by specialist teachers.

The behavior for learning policy is shared with all new staff (support and teaching staff) as part of their induction process.

15. Suspensions and Exclusions

The school will use government guidance (recently updated in September 2022) when determining whether a child should be suspended or excluded.

When behaviour is deemed to either:

- seriously breach the Behaviour for Learning Policy or
- threaten the safety, health, welfare or education of staff or pupils

This decision is made by the Executive Headteacher and a member of the SLT will meet with the parent and child before reintegrating back into school.

Pupils with SEMH (Social, Emotional and Mental Health) needs and behaviour difficulties may require a pastoral support plan which may include a risk assessment. This will be drawn up by the SENCO, in consultation with the headteacher, class teacher, parents and pupil. External advice may be sought.

Where pupils experience attachment difficulties, or similar, and where being sent home could result in an escalation of future behaviour, an in-school exclusion may be given in lieu of a suspension. This decision will be made by the headteacher.

A decision to exclude a pupil permanently will only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy;
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

In such cases, signed witness statements will be collected and used to inform the decision. The school then follows the Local Authority's processes and procedures.

A managed move, in line with the local Fair Access Protocol, will usually be sought before any permanent exclusion is given, where it is felt that a 'fresh start' or change of environment would be beneficial.

16. Behaviour Management of pupils outside of school hours

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

This policy will be applied to behaviour at clubs, run outside of the school day, as far as is possible. Where behaviour is considered to be extreme by the club leader, SLT support will be sought where possible. Whether or not this is possible, the club leader has the right to request that a child is collected early from the club by the parent if his/her behaviour is affecting the running of the club. This also applies to breakfast club.

The document, 'Behaviour and Discipline in Schools: Advice to Headteachers and school staff' (January 2016) states the following:

'Teachers have the power to discipline pupils for misbehaving outside of the school premises 'to such an extent that is reasonable."

17. Supporting children with SEND

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. Please see our SEND policy for more details about supporting individual pupils.

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.

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.

18. Communication with children and parents

At Broadwater Down Primary School, we:

- follow a programme of personal, social, health and economic education set in a moral framework designed to promote mutual respect, self-discipline and social responsibility
- have a clear focus on relationships and feelings as part of the PSHEE work throughout school
- provide a programme of religious education which includes ethical issues
- promote circle time – an opportunity for open discussion held in class groups at regular intervals
- agree a set of rules in each class at the beginning of the autumn term
- involve the School Council and Junior Leadership team in discussions about behaviour and conduct
- discuss and review the school code in assemblies regularly.

Liaison with Parents

Parents are kept informed about their child's behaviour. If it appears that this has to be monitored on a regular basis, a home/school contact book may be started. The book is written in by the teacher or teaching assistant at the end of each day and sent home.

The parent writes in it each evening and returns the book to school. This can be an onerous task for the class teacher and it may be that when the behaviour improves the contact book can be reduced to a weekly contribution. Care is taken to also report on positive behaviours to avoid an overly negative record of conduct. Alternatively, a tracking sheet can be shared with parents daily or weekly for pupils requiring additional support.

Outside Agencies

Any worries about any pupil should be discussed with the Inclusion Manager (also known as the SENCO). There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCO and head teacher. This will be achieved by the SENCO requesting support from external agencies and specialists. Any outside agency will need information. Therefore, teachers need to document evidence of behaviour carefully so that it can be collated when required.

19. Equal opportunities and inclusion and legal duties

All pupils, irrespective of race, gender, or religious belief should be treated equally with regards to behaviour. However, pupils with difficulties relating to behaviour, such as ADHD and ASD, or SEMH needs, may need specific techniques/behaviour plans. Advice should be sought from the Inclusion Manager and external agencies if required. We acknowledge our legal duties under the Equality Act 2010 and in terms of safeguarding and supporting pupils with special educational needs.

20. Related policies

The following policies specifically relate to this policy:

- Safeguarding and child protection
- SEND
- Anti bullying
- Positive handling
- Online safety
- Acceptable Use
- Suspensions and Permanent Exclusions Policy
- Equality policy