Connaught Junior School
"Caring, Confident, Committed"

Behaviour Policy

Author: SM
Approval: Autumn 2025
Approved By: LAB
Review: Autumn 2028

Rationale

Establishing a clear, inclusive and positive environment is essential in our school as we want everyone to feel happy, safe, and respected. We want everyone in our Connaught Family to feel valued, included and accepted. This policy shares how we promote positive behaviours in our school and how we manage unacceptable behaviours. Establishing and maintaining high standards of behaviour is not only vital in ensuring teachers can deliver the curriculum but also plays a critical role in ensuring the school is a safe environment for all pupils in which they can learn. Disruption is not tolerated, and proportionate action is taken to restore high standards of behaviour. Many of our behaviour approaches are adopted from the book '*When the adult changes, everything changes' by Paul Dix published June 2017.*
Governors support the school in implementing this policy.

Aims

Our three core values, chosen by our children, parents and staff, are:

- be **committed** to being the best you can be
- be **confident** in showing positive behaviours
- be **caring** to all in Connaught

These three values provide a simple, clear and consistent approach for all of the school and form our core school rules. See Appendix A.

Class Charters

Class charters are created at the beginning of the year in each classroom, linked to our three core values (above).

In addition to this, we have recognition boards in each classroom and/or behaviour ladders to promote positive behaviours and remind children of the rules.

Building Relationships

At Connaught, we recognise the role of positive relationships between staff and pupils in developing the behaviour we want to see. Our teachers and support staff play an important stabilising role in the lives of many of our children and have a unique opportunity to demonstrate our core values in all their day-to-day interactions.
We encourage all our teachers and teaching assistants to work towards establishing positive relationships with all the children in their class, rooted in mutual respect. This, in turn, builds trust making all children feel safe and secure and in the right mind-set to learn. This is particularly important

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for vulnerable children or those with SEND. Without respectful trusting relationships, children can feel anxious, sometimes leading to poor behaviour choices and reluctance to learn.

As a school we recognise that children are constantly learning from adults and mirroring them from the moment they walk into the school until the moment they leave. Underpinning everything is the consistent approach in adult behaviour. Adults in our school have five pillars of behaviour in our school community:

1. **Consistent, calm adult behaviour - We expect all our staff to have a consistent calm approach with our children resulting in the adult modelling positive behaviours.**

2. **First attention for best conduct – Adults reward and recognise children for positive behaviours through verbal/written praise, positive engagements with staff, and public recognition, rather than focussing on children displaying negative behaviours.**

3. **Relentless routines – Staff are consistent with the routines and rules that are in place both in their classroom and in the school. If a rule/routine hasn't been followed, staff follow up with a quick 30 second conversation. Teachers model these routines to the children and gives consistent and constant reminders and non-verbal cues. These can be adjusted for those children with additional needs. These should be pro-active and by design where possible.**

4. **Scripting difficult interventions – Staff plan any difficult conversations they have with children thinking carefully about what they are going to deliver thinking about their behaviour and how the child is going to respond e.g. *You need to understand that every choice you make has a consequence; Do you remember yesterday you helped me tidy up, I need to see that again today; I don't like the behaviour I have just witnessed; I am not leaving as I care about what happens; What do you think the poor choice was that caught my attention?***

5. **A restorative follow-up – the member of staff has a follow-up non-public conversation following the guidelines shared and the restorative 5 (choose 5 questions) – *What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected? How have you been affected? What should we do to put things right? How can we do things differently in the future?***

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Five Pillars of Practice for all staff

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. A restorative follow up

Rules	**Rewards**	**Dealing with Challenging Behaviour** **School Behaviour Ladder**
• be **committed** to being the best you can be • be **confident** in showing positive behaviours • be **caring** to all in Connaught	• Verbal praise and smiling at children • Moving from *Ready to Learn* onto *Role Model* and then *Outstanding Behaviour* on the school Behaviour ladder for showing good learning behaviours • Name placed on Class Recognition Board • Verbal praise to parents about their children • Stickers and stamps • Sending good work to other staff members for reward or praise • Special responsibility jobs • Positive phone call home • A positive note in the child's diary. • "Star of the Week", who receives a special Headteacher's certificate in Friday's Celebration Assembly. • Achievements celebrated in the monthly newsletter. • 'Class Points' target, set by the teacher. When 20 points have been achieved, the class receives a class reward. • Housepoints	• *Make the Right Choice* (remind children of the 3 rules and the consequences if they don't follow the rules) • *Learn From Others* (a short 30 second intervention with the child and the child moves and sits near someone else or moves away from the situation). Use their behaviour as a teaching opportunity so the child fully understands the consequences of their choices. • *Time to Reflect* (a short time out in another classroom or with the Head of Year if more serious) • Repair/Restorative (this **must** be with the member of staff who dealt with the situation or the Head of Year if more serious) • All of the conversations will not be in a public forum to avoid humiliation. • We do not endorse whole class consequences for the negative

	• Certificates for 100/200 and 300 Housepoints. • Class rewards for best attendance every week. • Spending time with the school pets. • End of Year 6 Special Graduation Awards	behaviour of a minority. Those children are spoken to with a 30 second intervention. At Break/Lunchtimes – the principles of the behaviour ladder should be followed with children who are not improving their behaviour being instructed to stand with the staff member for a period of time. Persistent poor behaviour may necessitate the intervention of the class teacher/Head of Year or a senior leader

Restorative Conversation

1. ***What happened?***
2. ***What were you thinking at the time?***
3. ***What have you thought since?***
4. ***How did this make people feel?***
5. ***Who has been affected?***
6. ***How have you been affected?***
7. ***What should we do to put things right?***
8. ***How can we do things differently in the future?***

Prevention

Where possible, teachers should work to prevent behaviour challenges from occurring through making children feel especially valued and liked. This can be done by tapping into a child's particular likes/hobbies, spending time one on one with them, 'catching' them being good and giving them special responsibilities to boost their self-esteem.

Repair/Restorative

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

• a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
• a phone call with parents, and the Virtual School Head for looked after children;
• inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
• inquiries into circumstances outside of school, including at home, conducted by the class teacher, with advice from a DSL; or
• considering whether the support for behaviour management being provided remains appropriate

Reporting
If a child reaches *Time to Reflect* repeatedly, then it needs to be recorded on CPoms. Teachers are welcome to keep their own logs of behaviour for particular children enabling them to track patterns. This should be discussed with colleagues to decide on appropriate actions. Following an incident, staff will also use their professional judgement if they feel a further consequence is needed e.g. loss of break time / lunch time / apology letter / restorative conversation with all involved / conversation with carers/parents. Some children may require a personalised behaviour plan or behaviour log that is shared with parents. All behaviour is recorded on CPoms. Staff will be in regular contact with parents to ensure all parties are working together to improve the child's behaviour.

Rewards (further information about rewards)
Housepoints – these are used for children's work and will be seen in books and homework diaries. Once children have reached a milestone (eg. 100, 200, 300 housepoints) the teacher writes them a certificate to be given out in the Star of the Week assembly. This means that housepoints need to be tracked by the teacher.
Recognition boards/Behaviour Ladder – this is used for specific learning behaviours which are outlined daily
Positive verbal praise – 'thank you / well done' is used for every day behaviours that we expect e.g. holding doors, saying thank you, being polite.
Class points – are for whole class efforts e.g. keeping the classroom tidy, moving around the school quietly as a whole class. Staff mustn't use this to highlight negative behaviours of one child. The expectation is that the class would achieve 20 class points a maximum of once per term.
Star of the Week – each child should be awarded a Star of the Week certificate at least once in the school year. It is the teacher's responsibility to keep track of who has received a certificate so that no child is missed out.

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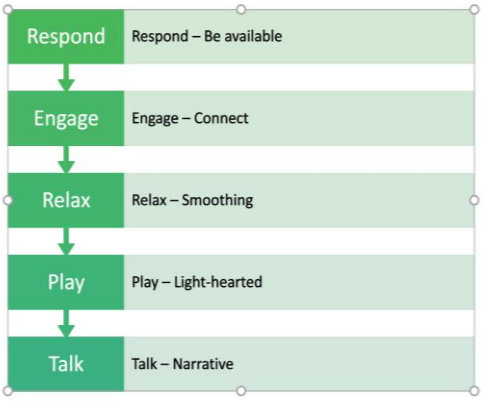
De-escalating Situations

How the adults at our school behave and act during stressful behaviour incidents determines how quickly and successfully these incidents are resolved. We advise our teachers to remember these tips for de-escalating incidents:

- If a child's response is rude, give a concise instruction in a calm voice and walk away. Do not enter into a to and fro argument with the child. If it is appropriate after a while, go back to see if the child will engage in a more respectful exchange. If not, report this to the class teacher who will log it on CPoms and report it to parents.
- Remember to not take behaviour personally.
- Validate the child's emotions first e.g. I can see you are very upset/angry
- Reduce the drama through your words (e.g. keeping your voice even/friendly and unemotional) and actions (e.g. don't march up to a child or stand over them).
    - If you are upset and wish to talk through a situation afterwards, do so with your Head of Year or a member of SLT.
- Hold the conversation away from other children to avoid humiliation
- Try not to use banter or an overly friendly approach. Remain professional and maintain boundaries, for safeguarding reasons and to avoid complaints.
- If you need to escalate to another member of staff eg. Class teacher or Head of Year, do so discretely and calmly.
    - Use the involvement of the other member of staff as a positive way to change the dynamics of the interaction
- Choose your timings carefully as some children need time to calm down before being able to interact. If a child appears dysregulated or distressed, leave them and observe from a distance if it is safe to do so.

5 to thrive – A guide to co-regulation.



Approach the child/situation in a calm manner.

Talk to the child and connect with them – calmly!

Make sure the child is calm – you could walk and talk, make some form of professional physical contact if appropriate to that child.

Be light-hearted with the child which will get the child back to a calm state.

Once the child is calm – this make take a while – talk through the behaviour and talk through the consequence with the child and make sure the consequence is given.

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Connaught Junior School, as part of TAMAT, is committed to safeguarding and promoting the welfare of children.

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Sanctions
A sanction will be lawful if it satisfies the following three conditions: a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher; b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances

Serious offences
In cases of derogatory language, racism, discrimination, physical violence, sexual violence/harassment or bullying, the perpetrator will be dealt with quickly and effectively by the Class Teacher/Head of Year or, if required, a member of the senior leadership team i.e. Inclusion Leader, Deputy Headteacher, Headteacher. It is the responsibility of all the staff to record and report the incidents above.

Serious or persistent behaviour should be reported to parents at any stage in the above process. Accusations of any of the above are recorded, whether proven or not, in case of a repeat of the behaviour at a later date. This is dealt with very seriously and each incident is dealt with on a case-by-case basis. When needed, outside agencies will be involved if appropriate and sanctions and risk assessments will be completed.

Sexual Violence and Sexual Harassment - Child-on-child sexual violence and sexual harassment

- Following any report of child-on-child sexual violence or sexual harassment offline or online, racism or homophobia, Connaught will follow the general safeguarding principles set out in Keeping children safe in education (KCSIE)
- The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident should be considered on a case-by-case basis.
- Connaught is very clear in every aspect of their culture that sexual violence and sexual harassment, racism and homophobia is never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned.
- Connaught makes it clear to all staff the importance of challenging all inappropriate language and behaviour between pupils.
- Connaught will never normalise abusive language (including sexually abusive) or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We will always advocate strenuously for high standards of conduct between pupils and staff; we will demonstrate and model manners, courtesy and dignified/respectful relationships.
- Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing, where appropriate.

- Regarding sexual violence and sexual harassment, responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of KCSIE provides guidance and links to external support for schools to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.
- Other forms of abuse, including racism and homophobia, will be treated equally as seriously.
- All victims will be reassured that they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school will not be downplayed and will be treated equally seriously. A victim will never be given the impression that they are creating a problem by reporting abuse (including sexual violence, sexual harassment, racism and homophobia). Nor will they ever be made to feel ashamed for making a report or their experience minimised.
- In instances where reports of abuse or harassment are proven to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate for the individual. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate.
- If an allegation of any abuse (especially sexual harassment and abuse) has been made, all staff will refer to the child protection and safeguarding policy. At Connaught Junior School we do not tolerate this type of behaviour.

Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Connaught is clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where a school suspects a pupil of criminal behaviour online, they should follow the guidance below in paragraph *Suspected Criminal Behaviour.*

When an incident involves nude or semi-nude images and/or videos, the member of staff must refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and Connaught will follow the principles as set out in Keeping Children Safe in Education. The UK Council for Internet Safety

also provides the following guidance to support school staff and designated safeguarding leads: '**Sharing nudes and semi-nudes: advice for education settings working with children and young people**.'
Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the culture of our school. Connaught has the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school. These will be responded to on a case-by-case basis.

Mobile phones
Please see mobile phone policy to understand Connaught's stance.

Suspected criminal behaviour
In cases when a member of staff or headteacher suspects criminal behaviour, Connaught will make an initial assessment of whether an incident should be reported to the police by gathering enough information to establish the facts of the case. These initial investigations should be fully documented on CPOMs, and Connaught will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, we will ensure any further action we take does not interfere with any police action taken. However, we will retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with police action.
When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.
Reports of child-on-child sexual violence and abuse can be especially difficult to manage and Part 5 of KCSIE provides guidance.

Special Programmes
Some children have behavioural and emotional difficulties and as a school we positively address these needs through a range of intervention programmes including ELSA, social stories, emotion regulation, mentoring and behaviour plans. Our approach includes working closely with parents to provide holistic support and targeted interventions.

What is expected of leaders
- To implement and share the behaviour policy.
- To provide training so staff can meet their duties and functions in the behaviour policy, including training on matters such as how certain SEND and/or mental health needs can affect pupils' behaviour.

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- To provide staff with expectations of behaviour.
- To be highly visible to staff and pupils.
- Routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everybody feels safe and supported.
- School leaders must ensure that all staff understand the behavioural expectations and the importance of maintaining them effectively.
- Leaders provide induction for all new staff on all matters including behaviour expectations.
- To meet with parents/carers where appropriate.
- To feedback behaviour data to Governors.
- To monitor behaviour incidences, spotting trends and patterns.
- To ensure behaviour is spoken about in Assemblies.

What is expected of all staff

- To have read and to follow the behaviour policy.
- To engage in regular training on behaviour, including proactively seeking personal CPD via the National College.
- To ensure that all children understand and follow the behaviour policy.
- Teachers create a learning environment whereby good conduct is more likely and poor conduct less likely. This behaviour will be taught to all pupils. Positive reinforcement will be displayed when expectations are met. Sanctions will be required if rules are broken.
- Expectations of walking around the school in our 'Connaught Way' – left hand side, hands clasped, quietly and purposefully is a non-negotiable. Doors are opened for each other and polite friendly greeting if you pass someone in the corridor. All staff will teach this.
- To ensure that pupils transition into our school smoothly each year includes induction for new pupils and reinduction for existing pupils into behaviour systems, rules and routines.
- Provide support to pupils, including those with additional needs, to follow the behaviour policy.
- Ensure measures are put in place to prevent child on child abuse.
- To follow the Searching, Screening and Confiscation Advice for Schools, 2022.
- To ensure staff follow KCSIE, Connaught's Child Protection and Safeguarding Policy and Connaught's Online Safety Policy.
- To understand the different forms of child on child abuse found in the Child Protection and Safeguarding Policy and KCSIE.
- To ensure any poor behaviour is documented and anything relating to safeguarding, both on CPOMS. (Including Exclusions and Suspensions, internal and external)
- To engage with professional agencies to support Connaught children.
- Staff to ask for help when needed and to challenge pupils to meet the school expectations.
- To communicate the school expectations at all times.

- Staff will reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils. Where appropriate, parents should be included in any pastoral work following poor behaviour choices, including attending reviews of specific behaviour interventions in place.
- Where appropriate, Connaught staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.
- Following an incident, all staff are encouraged to be reflective and consider what they could have done differently to de-escalate a situation more quickly or effectively.
- All behaviour (positive and negative) is communicated to parents by teachers regularly. Staff are proactive at contacting parents and involving them at an early stage.

What is expected of pupils

- All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil will be made aware of the school behaviour standards, expectations, pastoral support, rewards and consequences.
- Pupils have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture.
- Pupils will be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy.
- Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.
- Throughout the year, teachers/leaders will repeat elements of this induction for all pupils at suitable points in the academic year.
- Provision should be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction should be provided for pupils who are mid-phase arrivals.

What is expected of parents and carers

All parents and carers are expected to:

- Support the school in its application of the Behaviour Policy;
- Talk to their children about the school's expectations of work and behaviour;
- Encourage children to discuss problems;

- Attend parents' evening and communicate with the school any concerns or issues (in a timely fashion) which may affect their child's behaviour or learning;
- Ensure that their child attends every day and on time.
- Help Connaught develop and maintain good behaviour.
- Parents will be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture.
- Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate.
- Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

Safeguarding concerns and behaviour

Connaught will always consider whether the poor behaviour choices gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. Connaught will refer to the Respectful School Communities toolkit for advice on extremism and radicalisation.

Equal Opportunities and Special Educational Needs / Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

At all times, teachers will consider factors that have contributed to the particular incident such as the child's level of Special Educational Need or their psychological and emotional circumstances. Should any incidents happen repeatedly, more support/guidance will be needed. Parents will be fully involved in this process through discussion with the school team. If a child's behaviour is excessively disruptive or violent due to their particular needs, an individual risk assessment is put in place to protect themselves and their peers from harm.

At Connaught, we consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom.

At Connaught, we always promote a good behaviour culture creating calm environments which will benefit pupils with SEND, enabling them to learn.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. At Connaught, we will

ensure that behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of poor behaviour choices will be connected to their SEND.
At Connaught, we will manage pupil's behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.
Where appropriate, we will anticipate likely triggers of poor behaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- training for staff in understanding conditions such as autism.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.
Staff will manage pupil behaviour effectively, whether or not the pupil has underlying needs.

Bullying Behaviour
Connaught Junior School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. For more information, please see our *Anti-bullying Policy*.

Physical Intervention / Reasonable Force
In very extreme circumstances where staff have to physically intervene to protect other children, property, or a child from injuring themselves then the minimum amount of appropriate restraint should be used. Sone staff are trained in 'Positive Touch' for such occasions. The Incident form 'Use of restraint' must be completed and filed.
Further information is available in the Positive Touch Policy.
Advice from STiPS (Specialist Teachers in Inclusive Practice) may be necessary. This possibility should be discussed with the Headteacher or Inclusion Leader and parents.

- Detailed advice is available in **Use of Reasonable Force – advice for school leaders, staff and governing bodies**. Headteachers and all school staff should read this guidance.
- There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by

staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.
- Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.
- Force may not be used to search for other items banned under the school rules. Items banned are anything that is putting a child / staff at risk.
- 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.

If a child leaves the school site

In the case of children who leave the school site, it is the policy to contact the parents and call the police, if required e.g. If the child is purposefully moving away from the site at a pace and/or is no longer in sight of the adults. Adults should be aware that it may cause an additional risk to an upset child if they are pursued and so no adults will follow the child. In the event of a child leaving the premises, it is also the policy to review their taking part in off-site activities in the future, for reasons of safety.

Internal Exclusion

- Internal exclusion is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.
- Removal from the classroom is considered a serious sanction. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.
- Parents will be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, Connaught will consider whether the sanction is

proportionate and consider whether there are any special considerations relevant to its imposition

- Removal will be used for the following reasons:
  - a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
  - b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
  - c) to allow the pupil to regain calm in a safe space.
- Teachers should liaise with the Head of Year if an internal exclusion is warranted and seek advice from SLT if needed. Support staff from the year group should be deployed to supervise any child on an internal exclusion. If there are no support staff adults available to supervise the child, they should be sent to work in a Head of Year's classroom. This must be recorded on CPoms *and* Arbor.
- Removal will be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response. This may be included in their own plan/risk assessment.
- Sometimes children need to re-regulate and spend time outside of the classroom. This is dealt with differently. They will have a space to go to enabling them to re-regulate and re-join the class. Staff do not need to inform the Headteacher.

Governance of removal

School Leaders will:

a) make clear that removal may be used as a response to serious poor behaviour choices;

b) maintain overall strategic oversight of the school's arrangements for any internal exclusions – staff therefore must inform the Headteacher when this takes place;

c) make sure the reasons that may lead to pupils being removed are transparent and known to all staff and pupils (documented above);

d) discuss with staff the length of time that it is appropriate for a pupil to be in an exclusion (this may vary depending on the child/incident)

e) ensure that teachers have chosen an appropriate location for the internal exclusion with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff; and

f) ensure that teachers hold a reintegration conversation with any pupil who has been internally excluded when appropriate and safe to do so. This would be a repair/restorative conversation as outlined earlier in the policy, part of which would be reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future. This will all be logged on CPOMs.

Special Considerations

a) consider whether any assessment of underlying factors of disruptive behaviour is needed;

b) ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this section;

c) ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with;

d) if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher. Pupils at risk of exclusion should be given extensive support to continue their education including targeted pastoral support, see Equality Act 2010.

Staff supervising areas used for internal exclusion should be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

Discipline & Exclusions

At Connaught, we help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion, a plan is put in place. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

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At Connaught, we have a system in place to ensure SLT, Head of Year and members of the pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Examples of interventions schools can consider include:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- behaviour logs and plan
- proud books and individual reward charts
- pupil referral units
- adaptations to curriculum
- relationship building
- ELSA and emotion regulation strategies
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Initial intervention to address underlying factors leading to poor behaviour choices should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' should be used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an interim review of the plan might be needed. If we had a serious concern about a pupil's behaviour, school should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required (see guidance Working together to safeguard children).

In rare cases children will be excluded from school for serious behaviour issues, in accordance with County guidance. (Exclusion Guidance Part 1 & 2 Sept 2012)

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Behaviour that may lead to fixed-term or permanent exclusion includes breaches of the school's behaviour policy, including:

- persistent disruptive behaviour, persistent refusal or when the school has exhausted all strategies to enable the individual to turn around their behaviour

- harm to the education or physical/mental welfare of the pupil or others in the school

A serious breach of school's behaviour policy may result in a permanent exclusion for a first-time offence.

If a child goes to a pupil referral unit, Connaught will follow the guidance in https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf paragraphs 101-107

Procedures for suspensions are as follows:

- Inform the parents about the exclusion.
- Arrange a re-integration meeting with the pupil (and parents/carers, if available) on their first day back from exclusion
- Inform the governing body and LA within one school day, if the exclusion is a permanent one, fixed term of more than 5 days or if a public exam would be missed.
- Fixed term exclusions totalling 5 or fewer school days or in any one term must be reported to the LA via Arbor for monitoring purposes once a term. These reports should include:
  - Pupil name/ length of the exclusion/ reason for the exclusion/ pupil's age, gender and ethnicity/ SEN / Looked after.
- All suspensions and exclusions are reported to the Governors once a term with pupil's details withheld.

Parents have the right to make representations to School Governors and the decision to exclude can be reviewed but not revoked:

Responsibilities of the Governing Body

1. Committee of at least three governors called the Discipline Committee will be made to consider certain exclusions e.g. permanent exclusion. Both the parent and LA Officer should be invited to the meeting. Any request for written statements should be made prior to the meeting and circulated at least 5 days prior to the meeting
2. Consider representations made by a parent.
3. Follow all policies and procedures relating to suspensions.

Behaviour outside of school premises

Conduct outside the school premises, including online conduct, that Connaught might sanction pupils for include examples of poor behaviour choices:

Behaviour Policy

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

These incidences will be dealt with on a case-by-case basis and with the guidance of the SLT.

Monitoring and evaluating school behaviour

Connaught has strong and effective systems for data capture, including all components of the behaviour culture. This is monitored and objectively analysed regularly by the Headteacher. Each term, leaders monitor and evaluate behaviour which enables us to report on behaviour culture clearly and accurately. We collect date from:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use of pupil referral units, alternative provisions and managed moves;
- incidents of searching, screening and confiscation; and
- anonymous surveys for staff, pupils, parents, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

School leaders and staff analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. Leaders pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice may help the school ensure that it is meeting its duties under the Equality Act 2010.

Related Policies:

Anti-bullying/Pro-Kindness Policy
Anti-Bullying/ Pro-Kindness Guidance Leaflet
Online Policy
KCSIE
Child Protection and Safeguarding Policy
Working Together to Safeguard Children
Mobile Phone Policy
Positive Touch Policy
Children and Families Act 2014
Equality Act 2010
Use of Reasonable Force – advice for school leaders, staff and governing bodies

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The Alliance-Multi-Academy Trust is a charitable company Limited by Guarantee registered in England
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Connaught Junior School, as part of TAMAT, is committed to safeguarding and promoting the welfare of children.

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Appendix A

	Committed (Ready)	Caring (Respect)	Confident (Safe)
Lining up before school	Facing the front Ready for fantastic walking i.e. hands in front One behind the other Correct uniform Take responsibility for all belongings Show you are ready to begin your learning in the right way	Listening to adults Not speaking Managing distractions Keep hands to ourselves Following instructions	Walking into school safely A trusted adult will be there to greet you Acting as a role model to others Adults know where you are
Lining up in school	Facing the front Ready for fantastic walking i.e. hands in front One behind the other, in a straight line Correct uniform (i.e. shirts tucked in)	Listening to adults Not speaking Managing distractions Keeping hands to ourselves Giving each other personal space (i.e. no pushing) Following instructions	Acting as a role model to others Adults know where you are Stay with your class Know where your trusted adult is Ensure you are doing the right thing.
Classroom	Ready to learn e.g. sitting up straight, all equipment ready, facing the teacher Putting in max effort.	Respectful to others Managing distractions Eyes on the teacher Listening Following instructions	Know who and where you trusted adult is Know you are safe Know what to do if something does not feel right

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Dining room	Line up one behind the other Wait patiently Be responsible for your own belongings Show you are ready to listen Commit to everyone having a good lunchtime	Be polite – say 'please' and 'thank you' Tidy up after yourself Put your plate away Don't share food – respect allergies Listen to instructions	Know who and where you trusted adult is Know what to do if something goes wrong No running
Playground	Show that you are ready to listen to adults Follow all our playground rules Take care of your belongings	Include everyone, invite others to play Look after our equipment Be kind to all (all children and all adults)	Know who to go to if something goes wrong Be confident with the rules to keep you safe Speak up confidently if something goes wrong
Walking around school site	Fantastic walking – hands in front, no talking, straight line, one behind the other Pristine uniform – shirts tucked in, top button done up, neat ties	Keep to the left Be aware of others Smiling and saying 'Good Morning/Afternoon' to adults Silence Respect school displays/environment	Walking (no running) Looking ahead Paying attention

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	Committed (Ready)	Caring (Respect)	Confident (Safe)
Football at lunchtime	Follow the agreed rules Fair play at all times	Respect others Kind words to all Respect school property No physical contact	Know who and where your trusted adult is Keep yourself safe by following the rules Walk away Tell an adult if concerned
Dismissal (end of day)	Show parents/carers their best selves Fantastic walking out of school Take responsibility for possessions	Leaving classroom tidy No talking Hold doors open for others Caring about their belongings (e.g. picking up lunchbox) Wearing correct uniform	Be aware of surroundings Know who is collecting them and where Know which gate they are dismissed from
Forest School	Have the correct clothes Show you are listening Bring the right attitude	Look after one another Show respect to all adults Follow instructions Care for our environment	Know how to use tools safely Know who to tell if something goes wrong Remember all the FS rules
The Den	Keep to the Den timings Keep your committed of coming to the Den Have the right attitude	Share the toys and games Tidy up after yourself Play with one toy at a time	Make everyone feel welcome and safe Know who to tell if something goes wrong

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