



Behaviour Policy

Date Ratified	January 2021 (Updates added: September 2022)	Next Review	January 2023
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(1)Statement of Intent

Hollickwood School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We believe that a happy, engaged learner demonstrates positive behaviours, where they are responsible and self-reflective.

Ethos and Vision

Our ethos and vision is of a school where:

- All succeed
- All feel included and welcome.
- High expectations are shared and communicated.
- Enquiry, innovation, independent thought and risk taking are valued.
- Diversity is celebrated.
- Respect for self, others and the environment are central.
- Where all have a voice and a share in the success of all.

Hollickwood School Values -The Hollickwood Way (6 Cs)

We have six values that guide behaviour. Together, these are called, 'The Hollickwood Way'. These values are:

- **Commitment** – We work hard and try our best.
- **Confidence** – We feel good about ourselves and know we can achieve.
- **Creativity** – We express ourselves and problem solve.
- **Courage** – We try our best to be brave when facing a challenge.
- **Curiosity** – We ask great questions and enjoy finding out.
- **Compassion** – We are kind to ourselves and others.

These values are discussed regularly in assemblies and in classes, and are embedded in our curriculum content.

Aims

We are committed to:

- Promoting desired behaviour that facilitates learning
- Promoting self-esteem, self-discipline, and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all
- Providing an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community
- Praising and encouraging good behaviour
- Taking a non-judgemental, curious and holistic stance when trying to make sense of behaviour
- Challenging discriminatory language and behaviour
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment for all members of the school community
- Encouraging positive relationships with parents/carers/guardians
- Developing relationships with our children to enable early intervention
- A shared approach which involves children in the implementation of the Hollickwood's policy and associated procedures
- Providing clarity and guidance on approaches to supporting children's behaviour
- Promoting a culture of praise and encouragement in which all children can achieve

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

(2) Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) ‘Behaviour and discipline in schools’
- DfE (2021) ‘Keeping children safe in education 2021’
- DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2013) ‘Use of reasonable force’
- DfE (2018) ‘Searching, screening and confiscation’

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities Policy
- Child on Child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy

- Anti-Bullying Policy

(3) Rights, roles and responsibilities

All children have the right to work and play in a safe, non-threatening environment where they can achieve their full potential. Teachers and other staff members have the right to teach and work in a safe and secure environment and focus on children achieving high standards of attainment. Parents have the right to expect both their children and themselves to be treated with respect and to be kept informed of significant incidents of behaviour, appropriate and/or inappropriate.

All children, parents and staff are responsible for creating a school community in which everyone is treated with respect and individual's self-esteem can flourish. All adults have a responsibility towards the emotional and social development of all children. All children have a responsibility for their own behaviour to each other and adults, showing their willingness to behave in an appropriate manner.

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Head of School is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Head of School and Safeguarding Team are responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

The SENDCO is responsible for:

- Collaborating with the governing board, Head of School and the Safeguarding Team, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENDCO.
 - Head of School
 - Phase leaders.
- As authorised by the Head of School, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff
- Contributing to reviews of the behaviour policy

Parents are responsible for:

- Supporting their child in adhering to the school rules.

- Informing the school of any changes in circumstances which may affect their child's behaviour.

(4) Definitions

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied. There is an imbalance of power.
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or destructive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

(5) Promotion of Positive Behaviour

This section outlines the school’s strategies for preventing unacceptable behaviour, minimising the severity of incidents and working with pupils to improve behaviour. It is the aim of the school to minimize opportunities for inappropriate behaviour by setting clear boundaries and expectations throughout the school. The use of routines and practices within a nurturing environment is understood by all staff and children supports this. It is also our aim to create an inclusive environment where children recognise the role they have to play within the school community.

Promoting positive behaviour

It is recognised that children learn best when they feel secure and valued. The school therefore aims to promote classroom environments which give the children the greatest opportunity to learn. This is achieved through:

- Modelling respectful behaviour in the classroom
- Ensuring teaching includes activities designed to promote children’s social and emotional development
- Structuring lessons to be interesting and appropriately challenging
- Helping children to identify their own and others’ strengths and to value the diversity within their class
- Ensuring there are clear classroom routines to reduce uncertainty and promote an appropriate learning environment
- The 6 Cs values which are displayed in all classrooms and discussed frequently with children
- Recognising appropriate behaviour quickly and celebrating this
- Ensuring there are clear systems, understood by all, for dealing with inappropriate behaviour

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. We use the ‘emotion coaching’ model to support positive interactions when a pupil is dysregulated.

Promoting children’s social, emotional and mental health and wellbeing

The school recognises its responsibility to ensure that it address the well-being of the children and their families. Reem (LSA with responsibility for pastoral support) also uses therapeutic techniques in her work and is engaged in enabling the development of children’s emotional literacy and supporting their well-being. We also engage with outside agencies as appropriate and are very much aware of the importance of successfully engaging parents in this work. This area also features in the curriculum under the PSHE component and is supported in class by teachers and other staff.

School systems for promoting positive behaviour

The school has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

At the beginning of the school year, a classroom charter is devised in collaboration with the pupils and in line with the 6 Cs values. Teachers support pupils to understand and follow classroom rules and routines. Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them.

Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour. As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

The school aims to reward good behaviour in order to foster an ethos of kindness and cooperation. This may be done informally through an encouraging compliment, with a smile or thanks, or it may be shared with the parent, another member of staff or other children. The school has systems set up to reward children for good behaviour more formally. These are both individual rewards and also whole class rewards, since the school wishes to foster an ethos of classes working together and supporting each other. The systems outlined below are adapted for use in the Nursery and Reception classes.

Star of the Week (Individual)

At the end of every week, a child from each class is nominated by staff to receive a certificate in a whole school assembly, in order to celebrate their success. It is an opportunity for them to be proud of their accomplishments and be recognised by all staff and their peers.

Headteacher Awards (Individual or Whole Class)

At the end of every week, a child from each class is nominated by staff to receive a HT Award certificate in whole school assembly, in order to celebrate their success. On occasion, teachers may also feel it is appropriate to award this certificate to the whole class jointly. It is an opportunity for them to be proud of their accomplishments and be recognised by all staff and their peers. Children may also be sent to the Head of School to receive a gold HT Award sticker for outstanding work or behaviour.

Dojo Points (Individual and Whole Class)

Dojo points can be awarded to children for good behaviour choices or good work. These are put up onto the Class Dojo page and can be seen by parents and carers. Dojo points can never be taken away (minus points). Classes can also earn 'whole class' dojos for when they are working well together. Once a class collects their target number of dojos, the whole class will receive a communal treat. This would be something outside the usual class routines and would vary across phase groups. Phase group teams will agree a variety of possible treats from which the classes can choose.

EYFS

Early Years do not use Class Dojo so instead they have the rocket system. The children work their way up the rocket for making the right behaviour choices. You can only move up the rocket, not down.

Zones of regulation™:

At the beginning of each year, children are taught about the function of the brain, specifically related to our emotions. They develop their knowledge and understanding of emotional language which creates a comfortable and supportive environment for children to practice his or her self-regulation skills. Children use their toolkit to display to adults and peers their feelings and are encouraged to use a strategy to self-regulate. They are able to use the class' regulation station if necessary.

They all have a personalized toolkit related to the zones of regulation. The ZONES is a concept designed by Leah Kuypers, licensed occupational therapist, to help children gain skills in the area of self-regulation. It is defined as the best state of alertness of both the body and emotions for the specific situation.

The ZONES are designed to help children recognise when they are in different zones as well as learn how to use strategies to change or stay in the zone they are in. In addition to addressing self-regulation, the children have an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behaviour, insight into events that trigger their behavior, calming and alerting strategies, and problem solving skills.

Listening Systems

'I wish my teacher knew' box

Each KS2 class will have one of these boxes. Children can put any message that they want to share with the teacher in this box. This could be a worry or something positive. This is so that older children do not have to share their feeling on e.g. a peg board if they don't want to as they may be more conscious of sharing how they feel in a public way. Class staff will check the box regularly and will speak to the child at an appropriate time about their message.

Zones Pegs

In EYFS and KS1, children will have a named peg which they can attach to the zone which best shows how they are feeling so that staff are aware, and know to have a conversation with the child at an appropriate time.

Promoting positive behaviour at lunchtimes

It is important that the ethos of good behaviour developed within the school is promoted in the playground and in the dinner hall also. Playtimes and lunchtimes are to be used as opportunities to extend social skills and develop independence and responsibility.

Appropriate behaviour will be rewarded by the Meal Time Supervisors on duty at lunchtime by giving children stickers. These behaviours include; showing good manners, being helpful, displaying self-regulation, playing well with other children, queuing patiently and asking someone to join in a game. Meal Time Supervisors also inform teachers of any inappropriate behaviours. These include; calling someone an unkind name, ignoring an instruction, hurting another child physically, being rude to an adult or breaking the safety rules.

(6) Responding to Behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately. We have high expectations of behaviour at Hollickwood and aim to teach children to take responsibility for their actions and to recognise that they have choices. Children must inform adults about any behaviour that is making them feel worried, unhappy or unsafe. This is a key message and is restated in our Anti-Bullying Policy.

Staff will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems or other underlying needs. Records will be kept on 'tootoot'. The Head of School will have responsibility for reviewing these records and adapting practice as required.

If inappropriate low-level behaviour occurs, the following steps will be followed;

1. Recognition and redirection. The adult will recognise the behaviour and acknowledge their feelings. The child will be redirected to refocus their learning.
2. Reminder. A reminder of the expectations is given to support the child in being a responsible learner and explains what behaviour is a barrier for this. They will be encouraged to use their toolkit.

3. Caution/Opportunity. A clear verbal caution delivered privately where possible, making the child aware of the unwanted behaviour and clearly outlining the consequences if they continue. They will be encouraged to use their toolkit and/or the regulation station.
4. Self-regulation. The child will be directed to the regulation station. They may also need specific reminders as to what behaviours are expected.
5. Restart Referral. If the behaviour is unsafe, the child will be directed to self-regulate with a senior member of staff. All restart referrals must be recorded on tootoot and discussed with parents/carers.
6. Repair. The adult will have a conversation when the child is in a safe space to discuss in order to rebuild the relationship. This conversation will follow an 'emotion coaching' model.

Emotion Coaching Model

This model should be used to support adults to structure conversations during restart referrals, or when a child is presenting as very dysregulated.

Step 1: PAUSE - Adult checks their own feelings so that they are ready to connect with the child.

Step 2: CONNECT – Adult notices the child’s expression and body language and helps them to name the emotion(s) behind the behaviour and the ‘zone’ the child is in linked to the ‘Zones of Regulation’. If the child is struggling to name the emotion, the adult uses tentative suggestion and questioning to support them to name it.

Step 3: ACCEPT – Adult tells the child that all feelings and emotions are ok.

Step 4: REFLECT – Adult discusses the feeling with the child and the behaviour that occurred when they had this feeling. Adult names the behaviour as ‘not ok’. For example, “It is ok to feel angry. When you felt angry, you threw the book. Throwing the book is not ok because it might hurt someone and books need to be looked after.”

Step 5: PROBLEM SOLVE – Adult discusses positive strategies that the child could use if they feel this way again. Adult discusses anything that you might do to help them. Adult will refer to strategies linked to the ‘Zones of Regulation’.

There are certain deliberate behaviours, either in the classroom or outside, for which a child can move straight to a ‘Restart Referral’. These include:

- Aggressive behaviour including physical violence and extreme verbal aggression
- Extreme insolence to an adult
- Bullying
- Discriminatory language including racism, sexism, homophobia
- Wilful damage to school property
- Any other behaviour which presents a safety risk to children or adults.

Any incidents of bullying are reported to the Head of School, where The Anti-Bullying Policy is then employed.

De-escalation Strategies:

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Sanctions:

Sanctions for behaviour incidents are designed to help to repair any negative effects of the behaviour displayed. This is to give the child the opportunity to 'put it right' and repair relationships. For example, if a child made a mess, they would be asked to tidy up the mess. If they hurt another child, they might be asked to make a verbal or written apology.

Following repeated referrals for unacceptable behaviour, the following sanctions are implemented:

- The Head of School will consider whether the pupil should be excluded for a fixed term, in line with the school's Exclusion Policy, and will determine the length of the exclusion.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the Head of School determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Physical intervention

In line with the school's Positive Handling Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the Head of School and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Head of School as to what behaviour constitutes for an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Exclusions

Where poor behaviour persists or where very serious incidents occur, children may be excluded. These may be internal exclusions, lunchtime exclusions, fixed term exclusions or permanent exclusions. Where children are at risk of permanent exclusion, the parents and school will draw up a behaviour support plan and may involve outside agencies to offer support and guidance. Permanent exclusion can only be considered when all other options have been tried and failed. The Governing Body will be informed of any exclusions.

(7) Partnership with Parents and Families

Parents should be kept informed of positive behaviour. It is very important that children know that their parents will be informed also if their behaviour is unacceptable. The aim is to contact parents early, to prevent low level poor behaviour escalating into more persistent poor behaviour and parental support is a key factor in improving behaviour. It is essential that parents are able to discuss any matters causing such behaviours with the teacher or Head of School, so that parents and school can support one another. The school needs the parents' full cooperation if the behaviour policy is to be effective. It is essential that parents support the school in a policy of 'no hitting back.'

The school and parents will work together to offer support for the very small number of children who have significant difficulties with behaviour. It may be that outside agencies are involved to offer support. In some circumstances a reduced curriculum may be offered. All parties will think creatively about how best to support the child but the welfare and education of other children must not suffer as a result.

(8) Staff Wellbeing, Training and Development

Support for staff in developing skills and confidence in managing behaviour

This policy aims to support staff in managing behaviour. Training in behaviour management will be offered through In-Service Training. All staff will be 'Emotion Coaching' and 'Zones of Regulation' trained. Monitoring by the Head of School and Senior Leadership Team may identify teachers needing further support. In all cases asking for support and help from colleagues should be encouraged and seen as a sign of strength and professional development.

Support for staff with well-being

The School will support all adults working with pupils to ensure they are safe and that they have a clear understanding and knowledge of the school's working practices. It is school practice to discuss and resolve behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. All staff have access to copies of this policy. Staff can receive support from the Head of School, Senior Leadership Team and SENDCo. This could include emotional support, coping with challenging behaviour, how to seek advice and help in dealing with challenging behaviour, in functional analysis of behaviours and the development of IEPs, ISP and PSPs.

(9) Behaviour off school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.
-

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.
-

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-Bullying Policy: Pupils.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

10. Monitoring and Reviewing the Policy

The key purpose of monitoring the policy is to ensure that it is being used consistently across the school and that the process is fair for all children. It will be monitored by the Senior Leadership Team and reviewed by the Headteacher on an annual basis; they will make any necessary changes and these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **January 2023**.

