



Melrose Education  
SCHOOL



Three Bridges  
SCHOOL

## Behaviour Policy

### *Statement of Behaviour Principles*

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## Aims

This policy aims to:

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

## Legislation, Statutory Requirements and Statutory Guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement 2023.](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its learners.
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate learners' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate learners' property.
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.

## Definitions

**Unwanted behaviour** is defined as:

- Disruption in lessons, and other spaces around the school.
- Poor attitude.

**Serious unwanted behaviour** is defined as:

- Repeated breaches of the school rules.
- Any form of bullying.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments.
  - Sexual jokes or taunting.
  - Physical behaviour such as interfering with clothes.

- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism.
- Theft.
- Fighting.
- Smoking.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
  - Knives or weapons.
  - Alcohol.
  - Illegal drugs.
  - Stolen items.
  - Tobacco and cigarette papers.
  - E-cigarettes or vapes.
  - Fireworks.
  - Pornographic images.
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the learner).

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting.
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence.
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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.

TYPE OF BULLYING	DEFINITION
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI).

Details of our approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

### **Roles and Responsibilities**

Those in governance are responsible for monitoring this behaviour policy's effectiveness and holding the principal to account for its implementation.

#### ***The principal is responsible for:***

- Reviewing this policy in conjunction with Melrose senior leadership team (MSLT) who approve this policy.
- Giving due consideration to the school's statement of behaviour principles (Appendix 1).
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring that the policy is implemented by staff consistently with all groups of learners.
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all learners to participate fully.
- Ensuring this policy works alongside the safeguarding policy to offer learners both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

#### ***Staff are responsible for:***

- Creating a calm and safe environment for learners
- Establishing and maintaining clear boundaries of acceptable learner behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with learners.
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of learners.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly

- Challenging learners to meet the school's expectations.

The school senior leadership team (SLT) will support staff in responding to behaviour incidents.

**Parents and carers, where possible, should:**

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Take part in any pastoral work following unwanted behaviour (for example, attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

**Learners will be made aware of:**

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy.
- The school's key rules and routines.
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards.
- The support that is available to them to help them meet the behaviour standards.

Learners will be supported to meet the behaviour standards. They will be supported to develop an understanding of the school's behaviour policy and wider culture.

Learners will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.

**Learners are expected to:**

- Respect themselves, their fellow learners and the adults who support and educate them.
- Respect all property, whether it is their own, the schools, or other peoples.
- Be polite, friendly, kind and co-operative.
- Show tolerance towards others.
- Show respect for the environment.
- Be honest, trustworthy, and hardworking.
- Keep themselves safe and behave in a safe manner.
- Take responsibility for their own words and actions.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

Where appropriate and reasonable, adjustments may be made to ensure all learners can meet behavioural expectations.

## **Mobile Phones**

All staff, parents/ carer and learners are expected to adhere to the Safeguarding and Child Protection and E-Safety policies and agreements.

## **Responding To Behaviour**

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

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

## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a learner needs help or protection. We will consider whether a learner's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our Safeguarding and Child Protection Policy, and consider whether support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Safeguarding and Child Protection Policy for more information.

## **Responding to Wanted Behaviour**

When a learner's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise.
- Communicating praise to parents/carers via a phone call or written correspondence.
- Certificates, and celebrations.
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project.
- Group rewards.

## **Responding to Unwanted Behaviour**

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

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

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All learners will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a learner to help them to meet behaviour standards in the future.

Any use of Sanctions will be agreed on an individual basis as part of a learner's individual plan. Sanctions will be agreed by a multi-disciplinary group to ensure that the sanction and its use are proportionate and appropriate for the learner's special educational needs and/or disabilities (SEND).

Sanctions must never be imposed simply because of unacceptable behaviour. Caution should be exercised to ensure that sanctions do not act as positive re-enforcement of unacceptable behaviour.

Sanctions will only be imposed, as a last resort, where it is not possible to use other, more positive methods of control. They will only be applied where a learner is fully aware of the intentionality behind their behaviour and able to understand fully the consequence of an applied sanction.

Before any sanction is imposed staff must be satisfied of the following:

- That the learner was capable of behaving acceptably and understands what was required of them.
- That other encouraging and rewarding strategies have not worked or would not work in the circumstances. Rewarding good behaviour is often the most successful technique for building positive behaviour and is more successful than punishing difficult behaviour. Staff must be aware of the learner's abilities and limitations and set tasks which are achievable. Where appropriate, tasks must be broken down into smaller steps to avoid the learner becoming frustrated or de-motivated.
- That the sanction imposed is relevant, fair and must last no longer than is necessary.
- That the sanction imposed is carried out as close to the time of the incident as possible.
- That there is a view that the sanction may encourage acceptable behaviour or act as a disincentive to unacceptable behaviour.
- That it will not be applied open-endedly without effect.
- That the learner understands the relevance of the sanction.
- Only approved sanctions may be imposed.

### **Reasonable Force**

Reasonable force covers a range of interventions that involve physical contact with learners. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a learner from:

- Causing disorder
- Hurting themselves or others

- Damaging property
- Committing an offence
- Incidents of reasonable force must:
- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents/carers.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the learner, including SEND, mental health needs or medical conditions.

### **Confiscation, Screening and Searching**

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

#### **Confiscation**

Any prohibited items found in a learner's possession as a result of a search will be confiscated. These items will not be returned to the learner.

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

#### **Searching a Learner**

Searches will only be carried out by a member of staff who has been authorised to do so by the principal, or by the principal. Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the learner, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the learner can carry out a search without another member of staff as a witness if:

*The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and***

*In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the learner; **or***

*It is not reasonably practicable for the search to be carried out in the presence of another member of staff.*

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or support staff who may have more information about the learner. During this time the learner will be supervised and kept away from other learners.



A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the learner is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the learner has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other learners. The search will only take place on the school premises or where the member of staff has lawful control or charge of the learner, for example on a school trip or educational visit.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search.
- Assess whether not doing the search would put other learners or staff at risk.
- Consider whether the search would pose a safeguarding risk to the learner.
- Explain to the learner why they are being searched.
- Explain to the learner what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf".
- Explain how and where the search will be carried out.
- Give the learner the opportunity to ask questions.
- Seek the learner's co-operation.

If the learner refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the principal, to try to determine why the learner is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the learner. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the learner harming themselves or others, damaging property or causing disorder.

An authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the school rules. An authorised member of staff may use a metal detector to assist with the search. An authorised member of staff may search a learner's outer clothing, pockets, possessions, desk, or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g., a jumper or jacket being worn over a t-shirt).
- Hats, scarves, gloves, shoes, or boots.

### **Searching Learners' Possessions**

Possessions means any items that the learners have or appears to have control of, including:

- Desks.
- Lockers/ cupboards/ drawers.
- Bags.

A learner's possessions can be searched for any item if the learner agrees to the search. If the learner does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a learner's possessions when the learner and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the Designated Safeguarding Lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a learner was in possession of a prohibited item.
- If they believe that a search has revealed a safeguarding risk.
- All searches for prohibited items (including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing Parents/Carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened.
- What was found if anything.
- What has been confiscated if anything.
- What action the school has taken, including any sanctions that have been applied to their child.

### **Support After a Search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the learner may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip Searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the learner's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the learner(s) involved. Staff retain a duty of care to the learner involved and should advocate for learner's wellbeing at all times.

### **Communication and Record-Keeping**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the learner's parents/carers to inform them that the police are going to strip search the learner and ask them if they would like to come into school to act as the learner's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The learner's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises and monitor them for any trends that emerge.

### **Who Will Be Present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the learner, except in urgent cases where there is risk of serious harm to the learner or others.

One of these must be the appropriate adult, except if:

- The learner explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search; **and**
- The appropriate adult agrees.

If this is the case, a record will be made of the learner's decision, and it will be signed by the appropriate adult. No more than 2 people other than the learner and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements, and welfare of the learners.
- Not be a police officer or otherwise associated with the police.
- Not be the principal.
- Be of the same sex as the learner, unless the learner specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the learner specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the learner could be seen by anyone else.

### **Care After a Strip Search**

After any strip search, the learner will be given appropriate support, irrespective of whether any suspected item is found. The learner will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the learner may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any learner (s) who have been strip searched more than once and/or groups of learners who may be more likely to be subject to strip searching will be given consideration, and staff will consider any preventative approaches that can be taken.

### **Off-Site Unwanted Behaviour**

Sanctions may be applied where a learner has presented with unwanted behaviours off-site when representing the school. This means unwanted behaviour when the learner is:

- Taking part in any school-organised or school-related activity (e.g., school trips/ educational visits).
- Travelling to or from school.
- In any other way identifiable as a learner of our school.
- Sanctions may also be applied where a learner presents with unwanted behaviours off-site, at any time, whether the conditions above apply, if the unwanted behaviour:
  - Could have repercussions for the orderly running of the school.
  - Poses a threat to another learner.
  - Could adversely affect the reputation of the school.

Sanctions will only be given out on school premises or elsewhere when the learner is under the lawful control of a staff member (e.g., on a school-organised trip).

### **Online Unwanted Behaviour**

The school can issue behaviour sanctions to learners for online unwanted behaviour when:

- It poses a threat or causes harm to another learner.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The learner is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the learner is under the lawful supervision of a staff member.

### **Suspected Criminal Behaviour**

If a learner 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 principal 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 if 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.

### **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. Learners 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 Safeguarding and Child Protection Policy for more information.

### **Malicious Allegations**

Where a learner 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 learner in accordance with this policy.

Where a learner makes an allegation of sexual violence or sexual harassment against another learner and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the learner 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 learner who made the allegation needs 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 learners accused of misconduct.

Please refer to our Safeguarding and Child Protection Policy and Whistleblowing Policy for more information on responding to allegations of abuse against staff or other learners.

## **Serious Sanctions**

### **Removal from Classrooms Learning Spaces**

In response to serious or persistent breaches of this policy, the school may remove the learner from a learning space for a limited time.

Learners who have been removed will continue to receive education under the supervision of a member of staff which is meaningful.

Removal is a serious sanction and will only be used in response to serious unwanted behaviour. Staff will only remove learners from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore calm if the learner is being unreasonably disruptive.
- Maintain the safety of all learners.
- Allow the disruptive learner to continue their learning in a managed environment.
- Allow the disruptive learner to regain calm in a safe space.

Learners who have been removed from the learning spaces are supervised by a member of staff and will be removed for the minimum amount of time required.

Learners will not be prohibited from group learning spaces for prolonged periods of time without the explicit agreement of the principal.

Learners should be reintegrated into the learning spaces as soon as appropriate and safe to do so. The school will consider what support is needed to help a learner successfully reintegrate into the learning space and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the group learning space.

The school will consider an alternative approach to behaviour management for learners who are frequently removed from group learning spaces, such as:

- Discussions and assessments at multi agency meetings and statutory reviews.
- Deployment and use of Learning Support Assistants.
- Review of behaviour plans and Individual education plans.

Staff will record all incidents of removal from the learning spaces along with details of the incident that led to the removal, and any protected characteristics of the learners in the behaviour log.

### **Suspension and Permanent Exclusion**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the principal and only as a last resort. Please refer to our Exclusions Policy for more information.

## **Responding to Unwanted Behaviour from Learners with SEND**

### **Recognising the Impact of SEND on Behaviour**

All learners at Three Bridges Education have complex SEND. We recognise that learners' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of unwanted behaviour arise, we will consider them in relation to a learner's SEND, although we recognise that not every incident of unwanted behaviour will be connected to their SEND. Decisions on whether a learner's SEND had an impact on an incident of unwanted behaviour will be made on a case-by-case basis.

When dealing with unwanted behaviour from learners 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 any substantial disadvantage to a disabled learner being caused by the school's policies or practices ([Equality Act 2010](#)).
- Using our best endeavours to meet the needs of learners with SEND ([Children and Families Act 2014](#)).

All learners at Three Bridges Education have 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 unwanted behaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the learner concerned. For example:

- Short, planned movement breaks for learners who find it difficult to sit still for long.
- Adjusting seating plans to allow learners with visual or hearing impairment to sit in sight of the teacher.
- Training for staff in understanding conditions such as autism.
- Use of separation spaces where learners can regulate their emotions during a moment of sensory overload.

### **Adapting Sanctions for Learners with SEND**

When considering a behavioural sanction for a learner's SEND, the school will consider:

- Was the learner unable to understand the rule or instruction?
- Was the learner unable to act differently at the time as a result of their SEND?
- Is the learner likely to behave aggressively due to their SEND?

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

## **Considering Whether a Learner Displaying Challenging Behaviour may have Unidentified SEND**

We will evaluate a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from the multi-agency team, to identify or support specific needs.

When acute needs are identified in a learner, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

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 learner, it will contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

## **Supporting Learners Following a Sanction**

Following a sanction, the school will consider strategies to help the learner to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings/ plans.
- Learning through PSHE.
- 1:1 session with the wellbeing lead.

## **Learner Transition**

### **Inducting Incoming Learners**

The school will support incoming learners to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **Preparing Outgoing Learners for Transition**

To ensure a smooth transition learners have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information relating to learners' behaviour issues may be transferred to relevant staff at the start of the term or year.

## **Training**

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

- The proper use of restraint.
- The needs of the learners at the school.
- How SEND and mental health needs can impact behaviour.
- Behaviour management will also form part of continuing professional development.

Team Teach provides accredited, award-winning training in positive behaviour management strategies. The training equips individuals and teams working with both children and adults to transform challenging situations and behaviours into positive outcomes and to maintain positive relationships. It provides an understanding of the causes of challenging behaviour, along with respectful, supportive, and practical strategies for de-



escalation and crisis intervention. Please see [Team Teach – Training in positive behaviour management](#) for more information.

## **Monitoring Arrangements**

### **Monitoring and Evaluating Behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from learning spaces.
- Attendance, permanent exclusions, and suspensions.
- Use of managed moves.
- Incidents of searching and confiscation.
- Perceptions and experiences of the school behaviour culture for staff, learners, governors, and other stakeholders (via anonymous surveys).

The data will be analysed at least every term by school's senior leadership team. The data will be analysed from a variety of perspectives including:

- At school level.
- By age/ learning group.
- At the level of individual members of staff.
- By time of day/week/term.
- By protected characteristic.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of learners are identified by this analysis, the school will review its policies to tackle them.

### **Monitoring This Policy**

This behaviour policy will be reviewed by the principal at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by a member of the MSLT.

### **Links with Other Policies**

This behaviour policy is linked to the following policies:

- Safeguarding and Child Protection Policy.
- E-Safety Policy.
- Exclusion Policy.
- Anti Bullying Policy.
- Equal Opportunities Policy.

## **Appendix 1: Written Statement of Behaviour Principles**

- Every learner understands they have the right to feel safe, valued, and respected, and learn free from the disruption of others.
- All learners, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to learner at all times (see Staff Code of Conduct).
- Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by staff and shared with learner to help them to understand it.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Learners are helped to take responsibility for their actions and are taught strategies to help them manage their behaviour.
- Parents and carers are involved in behaviour incidents to foster good relationships between the education centre and the learner's home life.
- The school and Melrose Senior Leadership Team emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed by the principal and approved by the MSLT at least annually.

## **Appendix 2: Learner Code of Conduct**

All learners at Three Bridges Education Limited are expected to:

- Respect themselves, their fellow learners and the adults who support them.
- Respect all property, whether it is their own, the school's or other people's property.
- Be polite and well behaved.
- Be honest, trustworthy, and hardworking.
- Keep themselves safe and try to keep everybody else safe.
- Take responsibility for their own words and actions.
- Be friendly and co-operative.
- Show tolerance towards others.
- Show respect for the environment.

Learners are expected to meet these standards when at school and at all the other places we visit and work.