



ASTON AND COTE CHURCH OF ENGLAND PRIMARY SCHOOL

BEHAVIOUR POLICY

This policy should be taken and used as part of Aston and Cote's overall strategy and implemented within the context of our vision, instrument of government aims, and values of a Church of England School. Aston and Cote is a Church of England School which celebrates a love of God and puts the Christian ethos at the centre of all that it does.

October 2026

Signed:	Headteacher
Signed:	Chair of Governors
Date:	Date of next review: October 2027

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Aims

This policy aims to:

- Create a positive culture that promotes and reinforces excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- To promote behaviour for learning, which develops independence, resilience and grit (ASTONishing Learners)
- To promote self-regulation and restorative practices
- To encourage the involvement of both home and school in the implementation of this policy
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be acceptable and unacceptable behaviour, including bullying and discrimination

The School Values

- **Respect**
- **Love**
- **Courage**
- **Honesty**
- **Forgiveness**

The School Rules

The school's rules are:

- Respect- I will treat others and the environment as I wish to be treated
- Love- I will be kind with my actions and words
- Courage- I will be brave with my actions and words
- Honesty- I will be truthful in all I say and do
- Forgiveness- I will lay aside hurt and anger

Behaviour for learning

The following ASTONishing learning characteristics have been agreed by all children and staff and are embedded in everyday school life:

- **Aspirational** – I dream big
- **Tenacious** – I can't do it YET!
- **Independent** – I am self-motivated
- **Hardworking** – I give my all
- **Curious** – I ask questions
- **Engaged** – I love learning

We believe that these learning characteristics are key to ensuring the educational success of our children. By demonstrating these characteristics, the children will become successful learners and will be able to achieve their full potential.

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Legislation, statutory requirements and statutory guidance

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

- Behaviour in school 2024
- Improving behaviour in schools 2026
- Behaviour in schools: sanctions and exclusions
- Searching, screening and confiscation at school 2023
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- Restrictive interventions including the use of reasonable force in school 2026
- Supporting pupils with medical conditions 2015
- Special Educational Needs and Disability (SEND) Code of Practice 2024

Principles underpinning the Behaviour Policy

The following principles reflect the shared aspirations and beliefs of the Governing Body, staff, parents and pupils in the school, as well as taking full account of law and guidance on behaviour matters.

- Every pupil has the right to be respected, to learn and to feel safe at school.
- We are an inclusive school; bullying, harassment and victimisation are not acceptable.
- All staff, governors and volunteers set an excellent example to pupils at all times.
- Pupils are encouraged to take responsibility for their own actions and to learn from poor choices that are made using restorative processes.
- We use 'Zones of Regulation' to explore emotions and support mental and emotional well-being.
- The behaviour policy will outline measures to encourage good behaviour, self-discipline and respect, and aims to prevent all forms of bullying.
- The policy is understood by all pupils and staff and consistently applied.
- The school will work in partnership with parents to encourage positive behaviour. Where there are concerns over a pupil's behaviour, the school will work with parents/carers to agree common strategies between home and school.
- The school will seek advice and support from external agencies to identify any underlying and unidentified needs and use individualised behaviour plans, where appropriate.
- Exclusion will only be used as a last resort; the behaviour policy will outline the school's position on permanent and fixed-term exclusions, as well as the use of physical intervention.
- The school takes its responsibility to safeguard children and promote their welfare extremely seriously. The behaviour policy will reflect this duty and commitment.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Definitions

Misbehaviour is defined as:

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- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence and Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments, jokes or taunting
- Physical behaviour like 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/ Vaping
- 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
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

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 but not limited to:

Type of bullying	Definition
Emotional	Being unfriendly. Excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation, inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber	Bullying that takes place online, such as through social media/ messaging apps or gaming sites

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

Roles and Responsibilities

The Governors

The Governors are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for:

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

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils to learn effectively
- Establishing and maintaining clear boundaries of acceptable pupil behaviour at all times
- Implementing the behaviour policy consistently
- Using PACE WIN
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviours and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on MyConcern
- Challenging pupils to meet the school's expectations

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

Parents and carers

Parents and carers, where possible, should:

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

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

Pupils

- Pupils will be made aware of the following during their induction into the behaviour culture:
 - The expected standard of behaviour they should be displaying at school at all times
 - That they have a responsibility to follow the school's behaviour policy
 - The school's values – Love, Courage, Honesty, Respect & Forgiveness
 - The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
 - The pastoral support that is available to them to help them meet the behavioural standards
 - Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for in-year arrivals.

School Behaviour Curriculum

At Aston and Cote, our values are built on mutual trust and respect for all. We work to ensure that every member of the school community feels valued and is treated fairly. To achieve this, the school's behaviour policy sets out the way in which all members of the school can live and work together in a safe, happy and secure environment. While we do have some rules, the main aim of the Behaviour Policy isn't about enforcing these. It is about promoting good relationships so that people can work together with the common purpose of helping everyone to learn, and so that students can become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Follow the school rules
- In class, make it possible for all pupils to learn
- Move quietly around the school (wonderful walking, super standing)
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- 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 routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Mobile phones

Children are not permitted to bring mobile phones or smartwatches onto the school site

School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults, we should aim to:

- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty and courtesy
- provide a caring and effective learning environment

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- encourage relationships based on love, respect and understanding of the needs of others
- ensure fair treatment for all, regardless of age, gender, race, ability and disability
- show appreciation for the efforts and contributions of all
- use whole school rewards
- to praise precisely according to our core Christian values and ASTONishing Learner characteristics.

Responding to behaviour

Classroom management

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

They will:

- Create and maintain a purposeful stimulating environment that encourages pupils to learn
- Display the school rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning & after lunch
 - 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 sometimes be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Safeguarding Policy for more information.

Responding to good behaviour

When a pupil's behaviour exceeds 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. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

Rewards

- **PRAISE:-** The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. It should always be clear what the praise is being given for e.g. "Well done for your excellent engagement".
- **STICKERS:-** Stickers can be awarded in recognition of good work or demonstration of ASTONishing Learner characteristics and core Christian values. Stickers can also be awarded for making good choices at break and lunchtimes.

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- **POSTCARDS HOME:-** Teachers can send postcards home in recognition of a child who consistently shows that they are an ASTONishing Learner or that they have grown their talent in a specific area.
- **HEADTEACHER'S AWARDS:-** Weekly Celebration Worship recognises a child from each class who has grown their talents or demonstrated good behaviours linked to our core Christian values and ASTONishing Learner characteristics.
- **CLASS DOJO:-** Dojo points are awarded to children who demonstrate our core Christian values and ASTONishing Learner characteristics. Points can be awarded to individuals, groups or a whole class.

Procedures for dealing with unacceptable behaviour

Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

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

At Aston and Cote when responding to misbehaviour, we operate a 3-step restorative behaviour system.

Step 1 reminder – If a child is not demonstrating the correct choices the staff will begin by giving the child a non-verbal cue (such as a 'teacher look' or hand placed gently on their shoulder), if the behaviour continues a private verbal cue will be given. If the behaviour does not change the child will be given a stage 1.

This provides the child with an opportunity to self-regulate their behaviour and to start making the right choices.

Stage 1 behaviour

Includes but is not limited to;

- Talking/shouting out during class
- Not following instructions
- Disturbing others/not completing work
- Running inside the building
- Calling somebody names
- Arguing with other children
- Talking in worship/corridors
- Not lining up well
- Being disrespectful/ answering back

Behaviour at this stage will be dealt with by the classroom staff. This may include;

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- Verbal reminders- Adults provide children with a reminder of what is expected of them in terms of acceptable behaviour.
- Moving seating arrangements
- Self-regulation time in the calm corner
- Use of Restorative Practice Folder

Stage 2 behaviour

- Repeated Stage 1 behaviour
- Moving around the classroom without permission
- Damaging other people's or school property
- Deliberately hurting someone else's feelings
- Entering the building without permission (during break times)
- Deliberate pushing

The school may use the following sanctions for Stage 2 behaviour

- Sending the pupil to an adjacent classroom for a moment of self-reflection
- Loss of 5 minutes breaktime/ lunchtime with the teacher

This provides the pupil with an additional opportunity to self-reflect on their behaviour choices.

A Dojo message will be sent to parents from the staff member who issued the Stage 2 to explain the consequence.

Message

[name] was given a Stage 2 at [time] for repeated [explain behaviour or that it was repeated stage 1 behaviour]. He/she was sent to [classroom sent to] to allow him/ her time to regulate.

Stage 3 behaviour

- Persistent Stage 2 behaviour
- Serious misbehaviour
- Being racist
- Stealing
- Serious name-calling
- Physical assault
- Being disrespectful/answering back
- Sexual violence/sexual harassment
- Fighting
- Swearing
- Lying
- Refusal of work
- Walking out of class without permission

The school may use the following sanctions for Stage 3 behaviour

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- Sending the pupil out of the class to a member of SLT
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at break or lunchtime
- Loss of privileges
- Phone call home to parents
- Agreeing a behaviour contract/ plan
- Removal of the pupil from the classroom
- Suspension
- Exclusions, in the most serious of circumstances

A phone call will be made to parents from the staff member who issued the Stage 3 to explain the behaviour and the consequences.

All stage 3 behaviour must be recorded on MyConcern

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

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis.

Additional specialist help and advice from the Educational Psychologist or the Behaviour Support Team may be necessary. This possibility should be discussed with the SENCo and Headteacher. Nurture support can also be provided.

Exclusions:

Extreme verbal/physical abuse directed at another pupil or a member of staff or persistent disruptive behaviour will result in a fixed-term exclusion unless agreed individual behaviour plans specify otherwise.

In this instance, parents will be informed as soon as possible, giving reasons for the exclusion. Parents will be given information about their right to appeal against the decision to the governing body.

If circumstances are extreme, pupils can also be excluded permanently.

If fixed-term or permanent exclusions are deemed necessary, the school will follow the DfE guidance.

A managed move to another school may be considered before a permanent exclusion. This will be planned with the receiving school to ensure a smooth transition and will take the best interests of the pupil into account.

Use of reasonable force

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Restrictive intervention: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.
- Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances.⁴ Reasonable means using no more force than is necessary for the least amount

of time, the application of which will depend on the circumstances. 'Reasonable in the circumstances' means using no more force than is needed.

- Restraint: a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force in certain circumstances.
 - To prevent or stop a pupil from:
 - 1. causing injury to themselves or others
 - 2. committing a criminal offence
 - 3. damaging property
 - 4. causing disorder among pupils at the school, whether during a teaching session or otherwise
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

1 Section 93, Education and Inspections Act 2006

When can reasonable force be used?

Staff should consider the following:

Is it necessary?

- Staff should consider whether there are other more effective, less restrictive ways to manage a situation.
- Staff should assess whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- Where possible, staff should communicate with other staff members to understand any broader risks in the environment.

Is it proportionate?

- Staff should use the least amount of force or least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.
- If the intervention itself is escalating the situation, staff should reconsider their approach and attempt an alternative strategy.
- Staff should consider the personal circumstances of the pupil such as medical conditions, special educational needs or other vulnerabilities, their characteristics such as age and size, and must consider relevant equality implications under the Equality Act 2010.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

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- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the learning of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- It is illegal to use force on a pupil for the purpose of punishment.

All incidents of restrictive/ reasonable force must be recorded on the Restrictive Force form (Appendix 1) as soon as practicable after the incident. The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Confiscation of Inappropriate Items

Legally school staff can confiscate, retain or dispose of an item from a child if it is reasonable in the circumstances. This includes 'prohibited' items identified by the school in line with government guidance: knives and weapons; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that could be used to commit an offence or cause damage to property or another person; e-cigarettes and vapes.

Searches for illegal items will be carried out by the Headteacher or a member of the SLT if she is not available.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips/ sporting fixtures)
- Travelling to or from school whilst in school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member in line with the school's behaviour policy (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school

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- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

Please refer to our e-safety policy for more information.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the headteacher will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will inform parents and 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.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or well-being. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our Child Protection and Safeguarding policy.

Serious sanctions

Missed Lunchtime/Break time

Only members of the Senior Leadership Team can issue a full missed break time or lunchtime to pupils (Stage 3 behaviour), in line with the above-mentioned sanctions. Pupils can be issued with a full missed break or lunchtime to reflect on their behaviour choices and/or complete work that has been missed as a result of poor behaviour.

The school will always inform the pupil's parents when a child is on Stage 3.

Removal from classrooms

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

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils 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 order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the headteacher or another member of the SLT.

Pupils will not be removed from classrooms for prolonged periods without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Support from ELSA
- Use of teaching assistants and/or other adults
- Behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log on MyConcern

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These can include and or not limited to;

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long periods of time
- Adjusting seating plans to allow a pupil 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 (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

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

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

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 (if necessary)
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Monitoring

The SLT will monitor the effectiveness of this policy on a termly basis:

- Analyse behaviour data from across the school, thereby identifying patterns and trends
- Review individual behaviour plans to ensure their effectiveness
- Review responses from pupil, parent and staff survey

Aston & Cote CE Primary School
Physical Restraint Record



Name of child:		Class:
Date of Incident:	Time of Incident:	Place of Incident:
Names of Adults using Restraint:		Names of other adults/children present:
SEN Register: Yes / No		
SEN Level:	School Support	EHCP

Start Time:	Duration of Restraint:
Risk Assessment – Risk to: Self Others Property	External Agencies Informed: Parents LA
Injuries Sustained: Child Other	
Brief Description of Incident:	
Adult responsible for this Record:	
Signed:	