Holly Grove School

Regulation/Behaviour & Relationships Policy

Date policy last reviewed:	September 2024
Approved by governors:	November 2024
To be reviewed:	September 2025

Contents:

Statement of intent

Holly Grove School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting self-regulation
- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures where appropriate.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Regulation areas are available in all classes and staff will encourage children to use these areas at the first sign of dysregulation/inappropriate behaviour.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

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.

1.   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
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Positive Mental Health Policy
- Complaints Procedures Policy
- Social, Emotional and Mental health Policy (SEMH)
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention and Safe Touch Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Sensory Processing Policy

2.   Roles and responsibilities

The governing board has overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- 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.
- Ensuring this policy is published on the school website.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the regulation / behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of regulation / behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing 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 senior mental health lead is 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 Sensory Processing Policy.

The Assistant Headteacher is responsible for:

- As the mental health will collaborate with the governing board, headteacher and SLT to determine the strategic development of regulation / behaviour and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the regulation / behaviour policy 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 regulation / behavioural difficulties in collaboration with parents, the SLT 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 regulation / behavioural difficulties will be able to study their curriculum pathway.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour by following regulation support plans.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

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

- Adhering to this policy and applying it consistently and fairly.
- 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 regulation / behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific regulation / behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
    - Headteacher
    - Senior Leadership Team (SLT).

- Developing supportive, respectful, and trustworthy relationships with each other.

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.

Parents are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's regulation / behaviour.

3.   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

Child on Child abuse – we are aware that abuse against children can be inflicted by other children. We implement a whole-school preventative approach to managing child-on-child abuse, ensuring that the wellbeing of pupils is at the forefront of all action taken. Please see our Child on Child abuse policy which sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

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 disruptive 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

4.   Staff induction, development and support

All new staff will be inducted clearly into the school's regulation / behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable regulation / behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading regulation / behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff voice will be considered when the school develops and refines its regulation / behaviour policies and procedures.

The SLT and the headteacher will review staff training needs **annually**, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of regulation / behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will 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

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, regulation, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their regulation / behaviour.

6. Supporting regulation / behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The DSL`s will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Pupils will be made aware of the regulation support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of regulation strategies, sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

School organises itself in such a way that it positively encourages desired behaviours

through:

- Positively supporting pupils to access regulation areas.
- Positively supporting pupils who may be experiencing mental health issues or their emotional well-being is unstable by providing a key adult, nurture time daily and looking closely at their curriculum to ensure they experience success. (We also complete Nurture Profiles)
- Defining behaviours and making expectations clear
- Using effective and stimulating teaching methods
- Staff modelling appropriate behaviour
- Actively teaching strategies for resolving difficulties
- Providing appropriate opportunities for pupils to have control over their learning environment
- Ensuring good behaviour and efforts are acknowledged systematically
- Minimising attention given to bad behaviour
- Creating a safe and predictable environment
- Communicating to pupils that they are valued, whatever their background or abilities
- Separating the child from the behaviour and ensuring the child knows that it is the behaviour we do not like and not them
- Teaching social skills required to participate fully in the school
- Beyond the school gates – we offer support to parents in the home (e.g. reward systems) and will refer families to the Paediatric Learning Disability Team for additional support. Our children who find travelling on Lancashire vehicles challenging will be escorted by a qualified member of Holly Grove staff where possible.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, a member of SLT.
- The member of SLT will investigate the incident and decide whether it constitutes unacceptable behaviour.
- If the member of SLT deems the incident to be unacceptable behaviour, they will record the incident on CPOMS and share with parents.
- Where deemed necessary, e.g. after other regulation / behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the member of SLT will determine the period the pupil will be removed from the classroom, as well as any sanctions.
- The member of SLT/teacher will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following further incidents of unacceptable behaviour, the following sanctions are implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction. This is unlikely to happen in SEND provision. The Headteacher will call an EHCP Review and invite the LA to join and look at alternative options, e.g. additional staffing, alternative placement.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

7. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their regulation / behaviour and reduce the likelihood of more severe sanctions being used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and Nurture Team are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following regulation strategies / low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing sensory lifestyle
- Behaviour reward systems - `working for`
- Long-term regulation / behaviour plans
- Engagement with local partners and agencies
- An assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

The Assistant Headteacher will work closely with the class team, pupil, parents and any other member of the multi-disciplinary team to put together a Regulation Support Plan (RSP) to ensure strategies and interventions are shared and followed by everyone involved with the child. These will be reviewed termly.

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Holly Grove is a trauma informed school. Therefore, we strive to build positive relationships to ensure children feel confident that we will support them in the least intrusive way. We aim to support children by understanding the impact that their background may have on their regulation / behaviour, including any trauma.

To support regulation / behaviour across school we work with Julia Dyer, Sensory Integration Specialist.

All behaviour is a form of communication and as a staff team, it is our responsibility to try and understand what the child`s behaviour is communicating to us.

The purpose of our regulation / behaviour and relationships policy is to support the aims and values of our school and ensure that the conduct of all members of the school community is consistent with the values of our school. Our common purpose is:

- to provide a positive and orderly atmosphere, to promote an effective teaching and learning environment.
- to promote good behaviour in the school by rewarding those children who consistently follow the schools '10 Golden Rules' and the aims and values of our school.

Aims

- to promote good behaviour which supports achievement and learning
- to encourage a calm, positive, supportive and purposeful working environment within the school, in which each child's individual needs can be met educationally, socially and emotionally.
- to foster positive, caring attitudes towards everyone where achievements at all levels are acknowledge and valued.
- to encourage an awareness of self-regulation so that each child, with support learns to accept responsibility for their own regulation.
- to encourage an awareness of self-discipline so that each child, with support learns to accept responsibility for their own behaviour.
- to have a consistent approach to regulation / behaviour throughout the school through the use of our regulation support plans and with parental involvement.
- to support parents in developing a consistent approach to managing their child's behavioural difficulties.
- to support pupils to become as independent as possible and take responsibility for their own behaviour.
- to support pupils to develop good resilience for learning (sensory regulation).
- to assist pupils in developing and demonstrating appropriate and relevant social skills.
- to ensure everyone in our school community is treated with dignity and respect.

We aim to respect and value each member of the school community, and thus acknowledge the following values:

- Mutual respect
- Fairness and honesty
- Self-respect
- Care and consideration for others
- Self-discipline
- Highest expectations

Code of Conduct

Within school we expect everyone to behave well, including staff, parents and visitors. Our '10 Golden Rules' are displayed clearly for all to see.

Rules are effective when they are:

- Few, reasonable and fair
- Written together, explained, discussed with and taught to pupils
- Simple and precise
- Positive – describe the behaviour the school wants to see

Each class produces their own set of 'rules' or expectations at the beginning of the school year. Class staff and pupils work together to produce a small number of important rules which are referred to as and when necessary.

Encouraging good behaviours – The Positive Policy

A pupil is less likely to exhibit difficult behaviours if their self-esteem is high and if achievements (behavioural, academic or other) are recognised and celebrated.

All staff must show pupils they are liked, respected and welcomed. They should demonstrate by their own example, appropriate ways of expressing their emotions. A calm, consistent approach and a sense of humour are important qualities that help to reduce tension and promote a sense of confidence and security in pupils.

All classes within school have at least five staff members in the team. It is important that these teams work well to ensure that a consistent approach is taken to regulation / behavioural issues.

Pupils need their efforts and successes acknowledged and valued. Positive feedback or praise is often verbal and its effects quickly evaporate. We make positive feedback visible or tangible

and we are systematic. At Holly Grove we use the 'Working for' reward system to engage and motivate pupils in their learning.

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met, to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Philosophy and purpose of our regulation / behaviour and relationship policy

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of dysregulation, 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

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school`s nurture team will work closely with any child displaying mental health concerns.

Positive staff-pupil relationships

Positive staff-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming positive relationships through our key worker system throughout school and based on predictability, fairness and trust to allow staff to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. The graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place regulation support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. These will be recorded on the child`s RSP. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Access to regulation areas in class and the recharge room.
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation / regulation 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
- 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".
These will be recorded on a child`s RSP.

Physical intervention

As a last resort, In line with the school's Physical Intervention 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 Physical Intervention 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's parent will be contacted and a detailed report provided on CPOMS.

All pupils who may require physical intervention will have a Team Teach Plan attached to their (RSP). These are written and reviewed termly by the Assistant Headteacher in collaboration with the headteacher, class team, parents and members of the multi-disciplinary team.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school, e.g. recharge room
- Stocked with appropriate resources
- Suitable to learn and refocus
- The Safespace (if parental agreement has been sought)
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that their SEND needs are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour.

Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

8. Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

9. Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke on school grounds. Pupils are not permitted to bring smoking materials or nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures Child Protection and Safeguarding Policy.

10. Prohibited items, searching pupils and confiscation

Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.

- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
    - To commit an offence; or
    - To cause personal injury to any person, including the pupil themselves; or
    - To damage the property of any person, including the pupil themselves.

The school also identifies the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- **<u>E-cigarettes and vapes</u>**
- **<u>Lighters</u>**
- **<u>Aerosols</u>**
- **<u>Legal highs/psychoactive substances</u>**
- **<u>Energy drinks</u>**

All members of staff can use their power to search without consent for any of the items listed above.

11. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that pupils are supported to understand.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school 10 golden rules, which requires pupils to:

Conduct themselves around the school premises in a safe, sensible and respectful manner.

- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

Each class establishes a set of clear, classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to

how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school also 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 routines.

The headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. 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.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

Praise and rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

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.

At Holly Grove there are many ways in which positive behaviour is promoted and celebrated. Each class has their own daily reward system – 'Star of the Day' and we have a whole school celebration on Friday afternoon in assembly to celebrate 'Hero of the Week' in each class. Parents have an open invitation to attend Friday's Celebration Assembly if they so wish. At the assembly children will receive a certificate which explains why they have received their award and they also get a prize.

Good behaviour will be rewarded each week by having a Golden Time during the last sessions of each Friday afternoon. All children who have behaved appropriately throughout the week will be allowed to take part in a reward activity of their choice.

At the end of the school year we nominate a pupil for our 'Friendship Award'. This award is given to a pupil who has displayed positive relationships towards all their peers and been an excellent role model. A trophy is given to the chosen pupil during our 'Celebration Assembly'.

At Holly Grove some of our pupils can find it difficult to access the curriculum due to their learning difficulties, i.e. they may experience poor communication skills, sensory overload, issues with personal space, etc. We promote positive behaviour through a whole school approach called 'Working for'. This reward system allows the child to take responsibility for their learning. Staff are skilled in identifying strong motivators for each child from their observations and information from parents and these motivators are then used as a reward for engagement and co-operation in learning. The child is encouraged to choose what they would like to 'work for' and they gain stars (initially introduced using 1 star only) for completing tasks/co-operating. The maximum number of stars they 'work for' is 5 and then they will exchange their stars for their chosen reward. Then the process will start again. There is not a set time between the stars being given; this is down to the individual child and the staff team's knowledge of the child and their realistic expectations for each child.

Once the child is familiar with their reward system in school it will be extended to the home environment with support from our Family Support Team.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities

12. Behaviour outside of school premises

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, 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 outside the school premises, including conduct online, that:

- 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 have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-Bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported 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.

13. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed **annually** by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective regulation / behaviour culture by being held accountable for their part in maintaining the school's regulation / behaviour systems and processes.

14. Monitoring and review

This policy will be reviewed by the headteacher and mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

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 **<u>Autumn 2025</u>**