Behaviour and Relationships Policy

(Venn wide)

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Venn wide policies are centrally held policies and are the direct responsibility of VAT. Venn wide policies are created by the VAT Central Team and adopted by the VEG Board.

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils 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 and Venn
- 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 unacceptable behaviour, including bullying and discrimination

2. Mission statement and purpose

At Venn our Schools strive for excellence and believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their fullest potential. It is the belief that every child should be supported to develop strategies to promote self-regulation. Through research, evidence and trauma informed practice, staff are able to guide and lead pupils effectively. Our aim is to support pupils, with a particular focus on helping them to understand their behaviour and how that can change over time. It is recognised that this may take some time, but more importantly, for this to happen, an enquiry approach is necessary to fully understand the behaviour and child. Staff need to understand the pupils and get to know them on many levels; it is necessary to identify and understand insecure attachments, effects of trauma and SEND (Special Educational Needs and Disability) to maximise positive steps and positive outcomes. The aims, ethos and values are outlined in this policy.

We believe that:

- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately
- Pupils are more successful when their needs are understood and met allowing them to self-regulate and behave well, and that their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers
- In supporting emotional development and self-regulating skills pupils can learn to improve their behaviour. Many pupils at our Venn Schools find learning difficult: learning new behaviour is a task, just like learning to read or write
- Pupils need a personalised approach to support them to manage their behaviour and consideration must be given to sensory and emotional needs, past and current trauma, levels of stimulation and engagement

- As adults, we must consider the learning styles and needs of the pupils; we must also have realistic expectations about the rate of progress a pupil will make when learning to adapt or develop new behaviours
- Mistakes are part of the learning process, and we recognise that all our pupils are at various stages of the developmental process. We do not make a judgement about it – instead, we support and guide our pupils to get it right

The stage of emotional development and additional needs of a pupil will determine their ability to self-regulate and their readiness for learning. Venn schools aim to offer a stable environment in which vulnerable young people can work towards academic progress and a fulfilling place in society, whilst becoming more emotionally and socially independent. This Behaviour and Relationship policy emphasises the importance of acknowledging academic, social, and emotional progression involving pupils, parents, and carers to provide a safe, welcoming, and inclusive environment. We believe that parents know their children best, and we are committed to working with them to identify the best way of providing support for everyone in the school. The concerns of parents/carers will be listened to, in a non-judgmental way and acted upon where possible so that the needs of their children are effectively met.

3. 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 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- https://www.gov.uk/government/publications/school-exclusion
- Suspension and permanent exclusion guidance
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- 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

- DfE guidance, which explains that academies should publish their behaviour policy and anti-bullying strategy

4. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour 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 (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour and/or language
- Possession of any prohibited/banned 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 pupil)

- Smart watches
- Smart glasses or eyewear.

5. 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:

Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic / biphobic • Transphobic • Disability-based	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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
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)

Venn Schools approach to Bullying is below;

- Parents/carers and staff can report incidents of bullying directly to the Principal or SLT.
- The school will investigate all allegations of bullying
- The school will record, analyses and monitors incidents of bullying on the schools Cpoms system and Arbour/Behaviour smart.
- Sanction procedures will apply
- The school will support pupils who have been bullied, and those vulnerable to bullying or those who have acted as the perpetrator
- Whole-school proactive strategies are in place to prevent bullying
- The school trains staff and Trustees in preventing and handling bullying

Please refer to the individual schools bullying policy.

6. Role and responsibilities

6.1 Board of trustees

The board is responsible for monitoring the effectiveness of this behaviour policy and holding each Principal to account for its implementation

6.2 Principal

The principal is responsible for:

- Implementing 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, this includes supply staff
- 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 and child protection policy to offer pupils both sanctions and support when necessary
- Ensuring the data from the behaviour system is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.3 Staff

Staff are responsible for:

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

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

Bullying and Harassment of school staff;

Bullying and harassment of school staff is unacceptable. The non-statutory guidance outlines the government's expectations of schools and provides clarity for employers on:

- their legal duties to prevent and address bullying and harassment
- the actions they should take to ensure all staff are supported, respected and protected in line with the school's:
    - behaviour policy
    - staff behaviour policy or code of conduct
    - parental code of conduct, or any similar shared agreement between the school and parents or carers

If the perpetrator is a pupil

Preventing incidents

Pupils should be taught that they have a duty to:

- follow the school behaviour policy
- uphold the school rules
- contribute to the school culture
- respect school staff

Parents and carers should be expected to support the school in upholding the behaviour policy and encouraged to reinforce this, where possible. Schools should

build and maintain positive relationships with parents using two-way communication, and ensure parents are aware of the behaviour expectations.

Clear processes should be in place so parents can raise concerns with the relevant member of staff in a respectful way that promotes working in partnership and avoids becoming abusive. Where appropriate, parents should be included in any pastoral work following misbehaviour by their child.

School leaders, supported by their employer, should provide visible and consistent support to all staff in managing pupil behaviour. Where circumstances arise that endanger the safety of a staff member, the school should:

- act swiftly and decisively to manage the immediate situation
- remove the threat – for example, removing the child from the classroom
- reduce the likelihood of recurrence

6.4 Parents and carers

Parents and carers are expected to:

- 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, 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.

6.5 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
- 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 pastoral support available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of 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 pupils who are mid-phase arrivals.

7. School behaviour curriculum

7.1 Venn's approach to promoting excellent behaviour

Vision and values led culture

Venn fosters a culture rooted in shared values such as respect, responsibility, resilience, and ambition. These values are embedded in every aspect of school life, from classroom interactions to leadership decisions, ensuring that behaviour expectations are not just rules, but reflections of the trust's ethos.

Consistent expectations across all schools

A unified behaviour framework is implemented across all schools within Venn. This ensures consistency in expectations, language, and consequences, while allowing for contextual adaptations that reflect each school's community.

Positive reinforcement and recognition

Venn prioritises positive behaviour recognition through systems which recognise positive behaviour. Staff are trained to "catch pupils doing the right thing" and reinforce those behaviours publicly and meaningfully.

Staff training and modelling

All staff receive regular training on behaviour management, with some staff in specialist provisions also receiving training on trauma-informed practice, and restorative approaches. Staff are expected to model the behaviours they wish to see, creating a culture of mutual respect and high standards.

Pupil voice and leadership

Pupils are given opportunities to lead and shape the culture through school councils and peer mentoring. This empowers them to take ownership of their behaviour and that of their peers.

7.2 Expected behaviours, habits, and routines

Key themes:

- Respect for self, others, and the environment
- Responsibility for learning and actions
- Resilience in the face of challenges
- Readiness to learn and contribute

7.3 Core habits and routines

Punctuality and preparedness:

- Arrive on time with the correct equipment and uniform
- Be ready to learn at the start of every lesson

Active listening and engagement:

- Track the speaker with eyes and body language
- Respond thoughtfully and ask questions when appropriate

Positive communication:

- Use polite, respectful language at all times
- Resolve conflicts calmly or seek adult support

Independent and collaborative learning:

- Take initiative in learning tasks
- Work effectively with peers, valuing different perspectives

Respect for the learning environment:

- Keep spaces tidy and treat resources with care
- Move calmly and quietly around the school

Reflection and growth:

- Accept feedback positively and act on it
- Set personal goals and strive to improve

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school/ line order
- 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.

7.4 Mobile phones

- Pupils may bring a mobile phone to school when they are in Year 5 and Year 6.
- On arrival, pupils must switch their phone off and hand it to their class teacher before registration. Class teachers will place phones in the designated, secure storage for that class and hand this into the main office. Phones will be stored securely and may only be returned to the pupil at the end of the school day, when the pupil leaves the site.
- Staff must not allow pupils to use phones during the school day. Any phone not handed in on arrival will be confiscated and taken to the school office. Parents/carers will be informed on the same day and asked to collect the device from the school office.
- At the end of the day, mobile phones are handed back to pupils ON THE PLAYGROUND as they leave at home time. • Children attending breakfast club are not allowed to use their phones.
- At the end of the day, phones will be handed over to staff members leading clubs and children attending after-school clubs will receive their phone once the club is finished.

There are some exceptions to the above:

- Pupils may carry a phone with them if they require a device for medical reasons (for example to monitor insulin levels). This will be recorded in a child's individual health plan and will be supported with written evidence from a clinician. This information will be shared with relevant staff.

8. Responding to behaviour

At Venn, we are committed to creating a safe, respectful, and inclusive environment where all pupils can thrive. Our approach to behaviour is proactive, relational, and rooted in a deep understanding of individual needs.

8.1 Positive behaviour culture

We promote a culture of positive behaviour by:

- Setting clear, consistent expectations across all settings
- Recognising and celebrating positive contributions and progress
- Embedding restorative practices that support relationship-building and accountability

8.2 Skilled and informed staff

Staff across the Venn are trained in:

- Team Teach, to safely and respectfully manage challenging behaviour
- PACE (Playfulness, Acceptance, Curiosity, Empathy), to build trusting relationships
- Emotion Coaching, to help pupils understand and regulate their emotions
- Trauma Informed Practice, to respond sensitively to pupils with adverse experiences
- Progressive Masculinity
- Ligature

This shared training ensures a consistent, compassionate approach that supports both prevention and intervention.

8.3 Early intervention and personalised support

We respond to behaviour as a form of communication:

- Early signs of distress are identified and addressed with appropriate support.
- Interventions are tailored to individual needs, often involving pastoral teams, SENCOs, and external professionals.
- Families are engaged as partners in supporting their child's development

8.4 Restorative and reflective practice

When behaviour does not meet expectations, we:

- Use restorative conversations to repair relationships and restore trust
- Encourage pupils to reflect on their actions and their impact on others
- Focus on learning and growth rather than punishment

8.5 Consistency across Venn

To ensure fairness and equity:

- All schools follow a shared behaviour policy framework, adapted to their context
- Behaviour data is monitored centrally to inform practice and identify trends
- Staff receive ongoing professional development to maintain high standards

8.6 Safeguarding and wellbeing

We understand that behaviour is often linked to emotional wellbeing:

- Our responses are always underpinned by safeguarding principles.
- We aim to create environments where pupils feel safe, supported, and understood.
- Mental health and wellbeing are prioritised across all aspects of school life.

8.7 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
- Greeting pupils 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

8.8 Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

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 child protection and safeguarding policy for more information.

8.9 Responding to good behaviour

When a pupil'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/positive praise
- Communicating praise to parents/carers via a phone call or written correspondence

- Certificates, prize ceremonies, Rewards or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity
- Class Dojo rewards

8.1 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 prevent the recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by consistently challenging behaviour that falls short of the school's expectations and responding in a fair and proportionate manner. This ensures that pupils understand that behaviour which does not meet our expectations will always be addressed.

The school uses a clear **four-stage approach** to respond to behaviour that falls below expectations. The purpose of this approach is to give pupils opportunities to recognise their behaviour, make positive choices and successfully return to learning.

De-escalation techniques, including the use of pre-arranged scripts and phrases, may be used throughout the four stages to help prevent further behaviour issues arising.

All pupils will be treated equitably under this policy. Any factors that contributed to a behavioural incident will be identified and taken into account. When applying behaviour sanctions, staff will also consider what support could be offered to help the pupil successfully meet the school's behaviour expectations in the future.

Stage 1 – Reminder

Where a pupil's behaviour first falls below expectations, a member of staff will give a **clear verbal reminder** of the behaviour expected.

The reminder should identify the expected behaviour and provide the pupil with an immediate opportunity to correct their behaviour and return positively to learning.

Reminders are a normal part of learning and should be delivered calmly and respectfully. Where appropriate, staff may use pre-arranged scripts and phrases to support consistency and de-escalation.

There is **no loss of playtime or other formal sanction at Stage 1**. The purpose of the reminder is to bring about a positive change in behaviour.

Stage 2 – Warning

If the behaviour continues, is repeated, or a further instance of unacceptable behaviour occurs following the reminder, the pupil will receive a **clear warning**.

The warning makes explicit that the pupil has already been reminded of the expectation and now needs to make a different choice. Staff should continue to use calm, consistent language and, where appropriate, de-escalation techniques.

As a consequence of reaching Stage 2:

- **2 minutes will be removed from the pupil's next playtime.**

The purpose of the warning is to provide the pupil with a clear opportunity to correct their behaviour before progressing further through the staged approach.

Stage 3 – Stop, Think and Reset

If the behaviour continues following a reminder and warning, the pupil will move to **Stage 3 – Stop, Think and Reset**.

At this stage, the pupil should be given an opportunity to pause, reflect on their behaviour and refocus so that they can successfully return to learning.

As a consequence of reaching Stage 3:

- **5 minutes will be removed from the pupil's next playtime.**

Where appropriate, the pupil may also be asked to temporarily move to a different place within the classroom or another appropriate supervised space to support them to regulate, refocus and reset their behaviour.

The emphasis at this stage remains on helping the pupil understand what has happened, what behaviour was expected and what they need to do differently to successfully return to learning.

Stage 4 – Consequence

Where unacceptable behaviour continues following Stage 3, the pupil will receive a **formal consequence**.

Stage 4 represents the point at which the pupil has been given a reminder, a warning and an opportunity to stop, think and reset their behaviour but has continued to behave in a way that falls below the school's expectations.

A proportionate consequence will then be applied. Depending on the circumstances, this may include:

- detention at break or lunchtime;
- loss of privileges;
- school-based community service, such as tidying a classroom;

- completion of written or reflective tasks;
- expecting work to be completed at home, break or lunchtime;
- removal from the classroom;
- referral to a senior member of staff;
- a letter or telephone call home to parents/carers;
- placing the pupil 'on report';
- suspension; or
- permanent exclusion, in the most serious circumstances.

The personal circumstances and individual needs of the pupil will be taken into account when choosing sanctions. Decisions will be made on a case-by-case basis, while also having regard to consistency, proportionality and the impact on pupils' perception of fairness.

Repeated Stage 4 Consequences Within a Term

Stage 4 consequences will be recorded so that patterns of behaviour can be identified and appropriate support put in place.

Where a pupil receives repeated Stage 4 consequences within a single term, the following graduated response will apply:

- **3 consequences** – Letter 1 will be sent from the Principal to the parent/carer and a meeting will take place between the parent/carer and class teacher.
- **6 consequences** – Letter 2 will be sent and a further meeting will take place between the class teacher and parent/carer. The pupil will also spend **one day away from their class in an alternative Key Stage** as an internal suspension. The pupil will complete an appropriate reflection sheet.
- **9 consequences** – Letter 3 will be sent and a meeting will take place with the **Principal and parent/carer**. The pupil will also spend **two days away from their class in an alternative Key Stage** as an internal suspension. The pupil will complete an appropriate reflection sheet.

These thresholds do not prevent the school from responding more quickly where there is a significant concern about a pupil's behaviour, where behaviour is escalating, or where a serious incident has occurred.

Appropriate support will be considered alongside sanctions to help the pupil successfully meet the school's behaviour expectations in the future.

Serious Incidents and Immediate Consequences

The four-stage approach does not prevent staff from responding immediately and proportionately to serious behaviour. Some behaviours are sufficiently serious that it would not be appropriate for a pupil to progress through Stages 1–3.

In these circumstances, the pupil may receive an **immediate Stage 4 consequence**.

This may include incidents such as:

- proven fighting;
- proven racist behaviour or language;
- proven swearing at an adult or another pupil; or
- leaving the classroom without permission.

The class teacher will speak to the pupil's parent/carer at the end of the day, either face-to-face or by telephone.

The consequence will be determined by the **Principal or Deputy Principal**, taking into account the severity of the incident, the circumstances surrounding it and the pupil's behaviour record.

Where appropriate, the school's wider procedures relating to suspension and permanent exclusion will also be followed.

Applying the Four-Stage Approach

The four stages provide staff and pupils with a clear and predictable framework:

Stage 1 – Reminder
A clear verbal reminder of the expected behaviour.
Stage 2 – Warning
A clear warning and **2 minutes removed from the next playtime**.
Stage 3 – Stop, Think and Reset
An opportunity to reflect and refocus, with **5 minutes removed from the next playtime**.
Stage 4 – Consequence
A formal and proportionate consequence, which is recorded and contributes towards the termly consequence thresholds.

The system is designed to be clear, consistent and predictable while recognising that pupils have different needs and circumstances. Its overriding purpose is to **restore calm, protect learning, support pupils to regulate their behaviour and reduce the likelihood of unacceptable behaviour occurring again**.

8.10 Reasonable force

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

    - **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
    - **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

-
- Be recorded and reported to parents/carers via the behaviour system the school use in writing and on the telephone.

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

Please refer to the Venn Restrictive Physical Intervention policy

Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them
- The pupil will be supervised at all times, by at least 1 member of staff . As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty

9. Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation

9.1 Searching a pupil

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 themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, 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 pupil 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 pupil; **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 not required urgently, they will seek the advice of the principal, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil 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 pupil has agreed.

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

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 pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil 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 pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil 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 or the pupil’s key adult to try and determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’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

9.2 Searching pupils’ possessions

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil 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.

9.3 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 pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

9.4 Informing parents / carers

Parents / carers will always be informed of any search for a prohibited item. 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

9.5 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil 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.

9.6 Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. If the item is prohibited the school will contact the Police to collect ie a knife. Safeguarding referrals may need to be made if an item found is a safeguarding concern.

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

10. 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)
- Travelling to or from school
- Wearing 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 (e.g. on a school-organised trip).

11. 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
- 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.

12. 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 Principal/DSL 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 make a tandem report to children's social care, if appropriate.

If a pupil is considered a safeguarding risk ie if on bail the Principal will inform the DOS and it may be possible that a safeguarding separation is put into place.

13. 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 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
    - Creating an action plan for HSB

Please refer to our child protection and safeguarding policy for more information.

14. Malicious allegations

Where a pupil 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 pupil in accordance with this policy.

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

15. Serious sanctions

For serious incidents of unacceptable behaviour, it may not be appropriate for a pupil to progress through the four-stage approach. In these circumstances, an immediate **Stage 4 consequence** may be issued. This may include proven fighting, racist behaviour or language, swearing at an adult or another pupil, or leaving the classroom without permission. Parents/carers will be informed and the appropriate sanction will be determined by the Principal or Deputy Principal, taking into account the severity and circumstances of the incident, the pupil's individual needs and their behaviour record. Where necessary, this may include removal from class, internal suspension, suspension or, in the most serious circumstances, permanent exclusion, in accordance with the school's relevant policies and procedures.

15.1 Detention

All members of the Senior Leadership Team (SLT) are authorised by the Principal to issue detentions to pupils, where this is considered an appropriate and proportionate response to behaviour.

Pupils can be issued with detentions during break or lunchtimes during term time. The school will inform the pupil's parents / carers.

When imposing a detention the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

15.2 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 supervision of a member of staff. This education will be 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 will be supervised by a **Teaching Assistant** and will normally be removed for a maximum of **half a school day**. Where it is considered necessary for the removal to continue beyond half a day, the pupil's parent/carer will be informed.

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

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

Parents/carers will be informed on the same day that their child has been removed from the classroom.

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

- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

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

At this stage an offsite direction or managed move could be considered.

15.3 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 after a discussion with the DOS and only as a last resort.

Please refer to our Suspensions and exclusions policy for more information.

16. Responding to misbehaviour from pupils with SEND

16.1 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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 a 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 measure will take into account the specific circumstances and requirements of the pupil concerned.

Set out your approach to anticipating and removing triggers of misbehaviour below. Your approach may include examples such as:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

16.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

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

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

16.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) will 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/carers to create the plan and review it on a regular basis.

16.4 Pupils with an education, health & 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

17. Supporting pupils following a sanction

Where appropriate, the pupil and their parent/carer will meet with a **member of the Senior Leadership Team (SLT)** to discuss the circumstances that led to the removal or suspension, reflect on what has happened and agree clear expectations for the pupil's return. The meeting will focus on restoring relationships, identifying any additional support required and making clear what changes in behaviour are expected to reduce the likelihood of further incidents.

Depending on the needs of the individual pupil, reintegration support may include:

- a reintegration meeting with the pupil, parent/carer and a member of SLT;
- regular check-ins with a designated member of staff;
- additional pastoral support;
- a report card with clear, personalised and achievable behaviour goals;
- additional support with emotional regulation and strategies for managing difficult situations;
- a Behaviour Support Plan or other personalised support where appropriate;
- reasonable adjustments for pupils with SEND or additional needs;
- communication between school and home to review progress; and
- involvement of external agencies where additional specialist support is required.

Reintegration arrangements will be **proportionate to the circumstances and individual needs of the pupil** and will be reviewed as appropriate. The purpose of reintegration is to enable the pupil to make a fresh and successful return to learning, while ensuring that appropriate support and clear expectations are in place.

18. Pupil transition

18.1 Inducting incoming pupils

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

18.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils 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 pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

19 Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on: Team Teach, Responding to behaviour and the use of reasonable force. Within Venn we have a dedicated Behaviour Lead, Mike Walker, who is a team teach instructor.

Behaviour management will also form part of continuing professional development. Regular staff training will take place by the school and Venn.

In addition to this assurance checks take place from Venn on a regular basis.

20 Monitoring arrangements

20.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, trustees and other stakeholders.
- Bullying incidents
- Homophonic incidents

The data will be analysed every Half term by the DOS and BL within Venn and weekly by the Principal and Behaviour lead.

The data will be analysed from a variety of perspectives including:

- At school level
- By age 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 pupils are identified by this analysis, the school will review its policies to tackle them.

Venn will work with its schools to consider this data, and whether there are patterns across Venn, recognising that numbers in any 1 school are often too low to allow for meaningful statistical analysis. A regular review of any Restrictive Physical Intervention, Physical Intervention, Seclusion, Restraint and Reasonable Force will also take place by Venn.

20.2 Monitoring this policy

This behaviour policy will be reviewed by the Director of Safeguarding and the Venn Behaviour Lead and the board of trustees 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 the board of trustees.

21 Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Exclusions policy
- Child protection and safeguarding policy
- Restrictive Physical Intervention Policy
- Mobile phone policy
- Attendance policy
- Anti Bullying Policy
- Searching, Screening and Confiscation policy