



Behaviour Policy

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1. Aims

At Excellence Girls Academy, we strive to develop pupils' religious, moral, social and cultural values and promote discipline, behaviour, excellent personal manners/morals and mutual respect for all. We seek to achieve good behaviour as a norm within a secure and happy environment by setting high standards, following Islamic etiquettes, and applying rules firmly and fairly.

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

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

3. 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
- Incorrect uniform

Misbehaviour is classified as N1, N2 or N3 in our behaviour diamond system.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - 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)

Serious misbehaviour is classified as N3, N4 or N5 in our behaviour diamond system.

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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 or gaming sites

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

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently - Pupils will be made fully aware of our expectations of acceptable behaviour; they will understand how positive behaviour is rewarded and unacceptable behaviour sanctioned.
- Modelling positive behaviour (communicating in a clear and friendly manner, and giving and expecting respect)
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on our online behaviour system

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

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. School behaviour curriculum

At Excellence Girls Academy, we strive to create a culture that promotes excellent behaviour.

Our behaviour diamond (Appendix 2) outlines our system of rewards and sanctions and is featured inside all pupils' planners and displayed in every classroom.

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
- 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
- Adhere to the school's mobile phone policy

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. Behaviour management

At Excellence Girls Academy, we recognise that pupils will test the boundaries of acceptable behaviour and believe our achievement is tested not by the absence of problems, but rather by the way we deal with them.

7.1 Classroom management

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

They will:

- Create and maintain a 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 (These should be routinely revisited and reinforced)
 - 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

Essential to good classroom management is the quality of relationship between the class teacher, and the children in the class.

Any unacceptable behaviour is dealt with by the staff member working with the pupil in a caring, supportive and fair manner, with some flexibility regarding the age and understanding of the pupil. In addressing problems, staff should abide by the following;

- Be positive and build relationships
- Know our pupils as individuals
- Do not shout
- Keep calm and do not over react
- Listen as it will earn respect
- Ascertain the facts and judge only when certain
- Avoid sarcasm and humiliation as it will breed resentment
- Carry out any threats and be consistent, firm and fair
- Follow up problems to their conclusion
- Avoid collective punishment
- Use punishments only as a last resort
- Communicate with relevant staff on any action taken

We need to remind ourselves that the vast majority of our pupils are co-operative and supportive. In dealing with the few who present problems a successful resolution is more likely to be achieved if we can establish our authority firmly and calmly.

Teachers may use the following approaches to challenge behaviour, depending on each pupil's needs:

- Tell the pupil what is required in simple terms, rather than explaining the unwanted behaviour
- Talk to the pupil – discuss what has happened to find out why the pupil behaves as they do
- Redirect to another activity
- Set targets and give rewards (P1, P2 etc.)
- Move the pupil from the group to work on her own
- Repeating work or additional work
- Withdrawal of privileges e.g. Break etc

7.2 Managing behaviour around school

When moving around school, all staff are responsible for ensuring appropriate behaviour is maintained and addressing unacceptable behaviour. Often, speaking directly to the individual or group will correct the behaviour but if it does not, the Behaviour Manager or Headteacher should be informed so that appropriate sanctions may be applied.

Around school rules that all staff implement:

- Be polite and show respect for other people.
- Wear correct uniform always.
- Look after property and put litter in bins.
- Eat and drink in the right place at the designated time.
- Walk around the school sensibly and quietly.

7.3 Managing behaviour in the playground

At lunchtime, the children will be supervised by a member of staff. Minor incidents will be dealt with in the playground. More serious incidents may involve children meeting with the Headteacher.

When on duty in the playground the following points will help maintain positive behaviour:

- Be outside before the children.
- Be consistent and enforce playground rules always.
- Be vigilant and intervene early if a situation looks tense.
- Move around the playground.
- Encourage the use of co-operative, non-equipment games and playground friends.
- Apart from balls, do not allow children to throw other items unless a member of staff has given permission.
- Do not allow children to carry out play fighting.

7.4 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7.5 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
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies 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

Merits will also be awarded in line with our behaviour diamond (Appendix 2) but as a guide, may be awarded as follows:

- Good work and behaviour = 1 merit
- Excellent work and behaviour = 2 merits
- Teamwork/Helping others = 1 merit
- Homework completed to a high standard and handed in on time = 1 merit

7.6 Responding to misbehaviour

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

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

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

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

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

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents

- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Sanctions will be given in line with our behaviour diamond (Appendix 2) but as a guide, verbal warnings and written comments will be given for the following:

- Shouting in and outside the classroom.
- Disturbing others.
- Talking whilst teacher or others are talking to the class.
- Running in classroom and corridors.
- Litter not put in bins.
- Eating and drinking outside break times.
- Eating and drinking outside designated areas.
- Not paying attention in class when teaching takes place.
- Taking longer than necessary in the toilet.

Written sanctions will be given without a verbal warning for the following:

- Incorrect uniform.
- Homework incomplete or not handed in on time (Persistent failure to complete and hand in pieces of homework on time will result in further consequences).
- Play fighting.
- Dangerous behaviour.

A detention for 30 minutes, which take place at break and lunch or after school at the discretion of the SLT, will automatically be given for the following reasons:

- Disrespectful behaviour towards teacher and poor attitude.
- Refusing to follow instructions.
- Bullying
- Foul/bad language.
- Given 3 written sanctions in a half-term.

During a detention, pupils are asked to provide a handwritten copy of an explanation of their behaviour. (What did you do?) (Why did you do it?) (How could you improve?). If this or the detention is incomplete, the child will be put in isolation for 1 day and a letter will be sent to the parents.

Parents/Carers may be called into school at any point deemed necessary by the SLT and this will result in a note on the student's behaviour record.

If a child is put in isolation twice in any one term, then this will result in suspension from the school. The duration will be at the discretion of the governing body depending on the severity of each individual case.

If the unacceptable behaviour carries on, the pupil will be spoken to by the SLT and if this fails, the pupil will be put in isolation. Parents will always be notified if detention or isolation has been given.

Cases of extreme misbehaviour may need to be brought directly to the attention of the Governing Body. Parent/carers will be requested to come into school. We believe that a successful partnership between parents and the school can bring out the best in pupils.

The student planner is an effective medium to keep parents informed of their child's good behaviour/progress and can immediately be made aware of any patterns of poor behaviour/concerns, whereby parents/carers can work with school to improve behaviour.

Staff should be approachable and accessible, prepared to listen to pupils and parents and ensure that pupils and parents/carers feel their concerns have been heard.

If a pupil's behaviour is constantly of concern, exclusion needs to be considered. This would only happen in the very last resort, as per our Behaviour Diamond Strategy (Appendix 2).

A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Violence towards an adult or pupil
- Swearing at an adult

- Racist verbal abuse
- Sustained bullying (see our Anti-Bullying Policy)
- Frequent high-level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to all adults who work in school

Full details regarding exclusions can be found in our Exclusions Policy.

At Excellence Girls Academy, we have a zero-tolerance policy towards any kind of abusive or threatening behaviour from parents towards any member of staff, pupil, other parents/carers or member of the Governing Body.

This includes any derogatory comments made on social media websites, regarding any member of staff, pupil, Governing Body member or the school. We also expect our staff members and Governing Body members to abide by this requirement.

As zero tolerance suggests, if after conducting an investigation find this unacceptable behaviour has taken place, we will seek to remove the pupil from the setting. There will be no warning or second chance given. If this regrettable situation occurs, the decision of the Governing Body will be final and future re-admission is not an option.

7.7 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
- Be recorded and reported to parents

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.

7.8 Confiscation and searches

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

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.

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, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher 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 ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or 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 headteacher, 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 from 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, desks or lockers.

Outer clothing includes:

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

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.

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.

Informing parents

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

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

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

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

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

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

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

Communication and record-keeping

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

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

Who will be present

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

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

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

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than two people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

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

Care after a strip search

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

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

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

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

7.9 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).

7.10 Online misbehaviour

We ensure that pupils are just as clear about what is expected of them online as offline, following the DfE's guidance on [Teaching online safety in school](#) which outlines how schools can ensure their pupils understand how to stay safe and behave online.

All pupils and their parents/carers sign an acceptable use policy outlining the behaviour expected of them, as detailed in the School's Online Safety Policy.

Cyberbullying is not tolerated and is dealt with under the School's Anti-Bullying Policy.

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.

7.11 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.12 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

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

7.13 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.

8. Serious sanctions

8.1 Detention

Teaching staff are authorised by the headteacher to give pupils detentions.

Pupils can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the pupil's parents.

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

8.2 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 the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by a member of the SLT and will be removed for a maximum of a week.

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

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

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

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

- Meetings with the Headteacher
- 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 along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Suspension and permanent exclusions

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 headteacher and only as a last resort.
Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 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 balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

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

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour includes:

- Short, planned movement breaks for a pupil with SEND who finds 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

9.2 Adapting sanctions for pupils with SEND

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

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

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

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

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

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

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

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

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

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

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

10. Supporting pupils following a sanction

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

To reintegrate pupils following removal from the classroom, we will take appropriate measures such as:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

11. Pupil transition

11.1 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.

11.2 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

12. Training

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

- Positive behaviour management
- The range of intervention techniques
- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Staff can access support to improve their practice through consulting with the SLT. Staff that are identified as requiring support with behaviour management are put on a support plan in which a member of the SLT will monitor their progress.

13. Complaints

Parents/carers and pupils have a right to complain about actions taken by school staff with regard to the use of this behaviour policy. Any such complaints should follow the school's Complaints Policy.

14. Monitoring arrangements

14.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Headteacher.

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 it.

14.2 Monitoring this policy

This document will be reviewed every year but may be reviewed and updated more frequently if necessary, to address findings from the regular monitoring of the behaviour data (as per section 14.1)..

It will be reviewed by the Governing Body and approved by the Chair of Governors at every review.

15. Links with other policies

This behaviour policy is linked to the following:

- Admissions Policy
- Anti-bullying Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Children with Health Needs Who Cannot Attend School Policy
- Curriculum Policy
- Complaints Policy
- Data Protection Policy
- Equality and Diversity Policy
- Exclusions Policy
- ICT and Internet Acceptable Use Policy
- Mobile Phone Policy
- Privacy Notice for Parents & Carers - Child's data
- Privacy Notice for Pupils
- Online Safety Policy
- Supporting Children with Medical Conditions Policy

Appendix 1: Written statement of behaviour principles

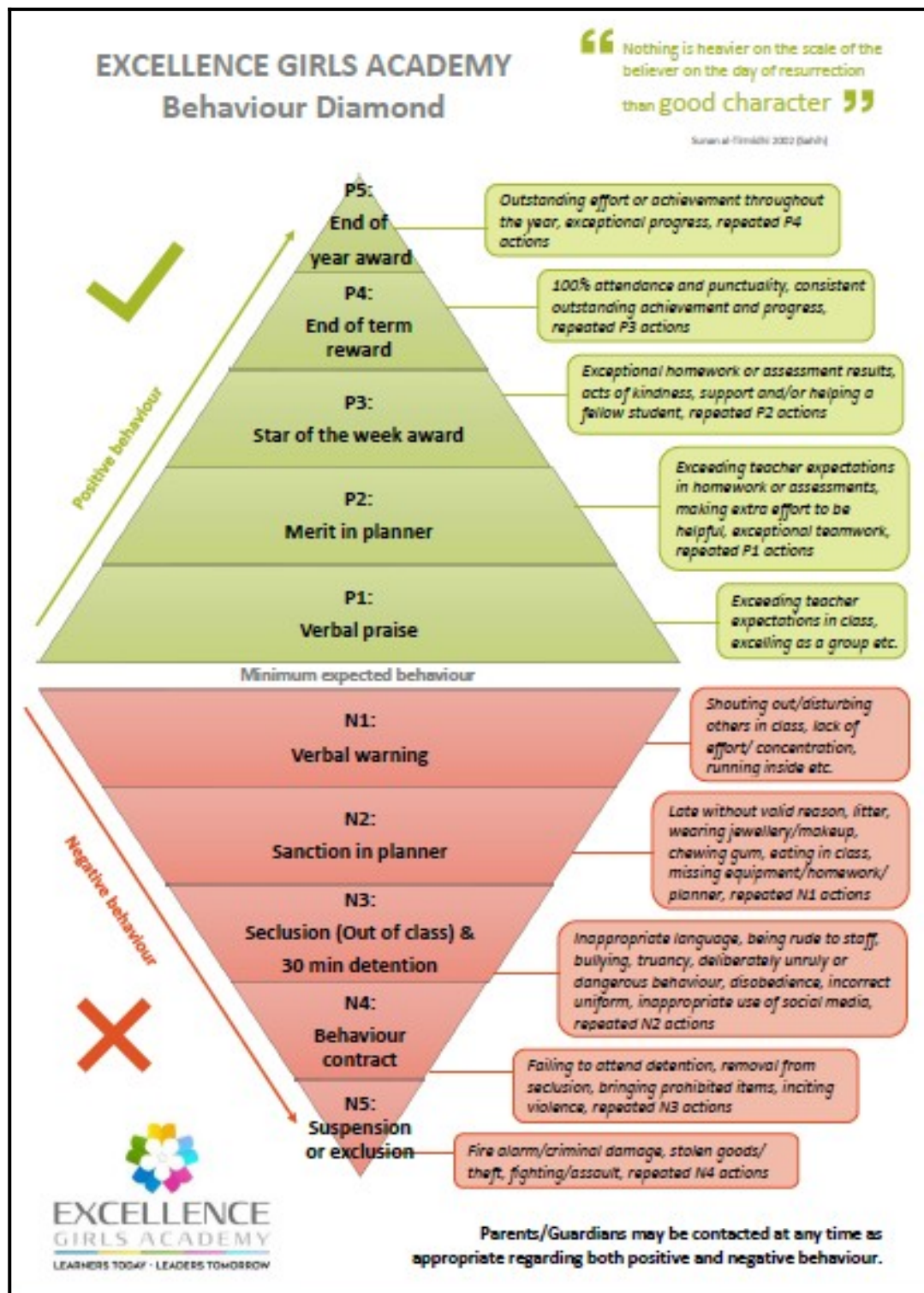
- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

At Excellence Girls Academy, we believe:

- Positive relationships are crucial to behaviour management.
- We should manage children positively whenever possible.
- We should have high expectations of our children's behaviour.
- We should teach and model "good" behaviour.
- We should reward good behaviour and sanction poor behaviour.
- We should be consistent and fair.
- We should balance the needs of most children who can manage their behaviour positively and the needs of those children who find it more difficult to do so.
- We are most effective when there is a close professional relationship between staff, children and parents.
- The enhancement of self-esteem and the development of self-discipline is vital.

Appendix 2: EGA Behaviour diamond



Appendix 3: Tips for managing behaviour

Ways that teachers can use positive classroom:

- Always use positive statements - Give Plenty of PRAISE!
- Use their names.
- Have a seating plan – and keep changing till it works!
- Criticise the behaviour not the child.
- Try and model the behaviour you would like to see in children.
- Be consistent in what you say – If you say you are going to do something – DO IT!
- Negotiate classroom rules and display them clearly where everyone can see them.
- Talk quietly whenever possible to establish an atmosphere of calm.
- Be assertive without raising your voice – DON'T SHOUT!
- Have clear routines that you have explained to the children.
- Teach routines for certain activities.
- Use stories as a strategy for encouraging/supporting positive behaviour.
- Be clear about jobs and responsibilities – display them if possible.
- Try to stay calm and positive and fair.
- Encourage children to listen to others and to take turns in speaking.
- Encourage children to learn to share and take turns in all activities.
- Encourage children always to be considerate towards other children.
- Everyone is of equal importance and all should be encouraged to take a pride in their work.

Classroom code of conduct that all teachers implement:

- Enter the classroom in a calm, orderly manner.
- Not come late to lesson.
- Knock on the door and wait for a response.
- Enter the classroom sensibly and quietly.
- Prepare books and equipment and follow instructions to start the lesson promptly.
- Always work to the best of ability without disturbing others.
- Show good manners and listen carefully when the teacher or another person is talking.
- Follow instructions immediately without comment or argument – first time, every time.
- Put hand up and wait for permission to speak.
- Treat the school environment and others in the classroom with respect.
- Seek the teacher's permission before leaving the classroom.
- Do not chew or eat anything in lesson.
- Ensure that the classroom is left tidy.
- I will learn to listen and listen to learn.