



Oakfield Academy

Behaviour Policy

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Change Log

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- Added 6.7 The Senior Mental Health Lead will be responsible for:
- Added 6.9.8 Developing Effective Communications with Parents...
- Added 7.4 Bullying
- Added 8. Staff induction, development and support

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2 Statement of intent

- 2.1 Oakfield believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school acknowledges that behaviour can sometimes be the result of educational, mental health, and other needs or vulnerabilities, and will address these needs via an individualised graduated response. Oakfield is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, accept responsibility for their behaviour and encourage others to do the same.
- 2.2 As members of our community, we adhere to the values of being: 'Safe, Ready, Respectful, Your Best, Here'.

3 Purpose of the behaviour policy

- 3.1 To provide a safe, comfortable and caring environment where optimum learning takes place.
- 3.2 To provide clear guidance for children, staff and parents regarding expected levels of behaviour.
- 3.3 To provide a consistent and calm approach.
- 3.4 All adults take responsibility for behaviour and follow up personally.
- 3.5 Adults use consistent language to promote positive behaviour and to use restorative approaches
- 3.6 To provide simple, practical procedures for staff and students that:
 - Foster the belief that there are no 'bad' students, just 'bad choices'
 - Encourage students to recognise that they can and should make 'good' choices
 - Recognise behavioural norms
 - Promote self-esteem and self-discipline
 - Teach appropriate behaviour through positive intervention.

4 Application

This Behaviour Policy is for all of our school community. If it is to be effective everyone must use it with confidence and consistency. There may be occasions when adaptations may need to be applied e.g. swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

5 Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years' 4.1.11.
- DfE (2013) 'Use of reasonable force'
- Voyeurism (Offences) Act 2019

6 Roles & Responsibilities

6.1 Members of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by students.
- Demonstrate unconditional care and compassion.

6.2 Students want teachers to:

- Give them a 'fresh start' after every break
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour.

6.3 All staff must:

- Take time to welcome students at the start of the day
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students by referring to the rules.

6.4 The Headteacher and Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise (phone calls, postcards, certificates/stickers etc...)
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours.

6.5 The local governing board has overall responsibility for:

- The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

6.6 The headteacher is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

6.7 The Senior Mental Health Lead will be responsible for:

Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

6.8 The SENCO is responsible for:

- Collaborating with the governing body and headteacher as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

6.9 Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties
- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties
- Keeping the relevant members of staff informed of any behavioural changes
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

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

- Adhering to this policy and ensuring that all pupils do too
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour
- As authorised by the headteacher, issuing consequences to pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

6.11 Pupils are responsible for:

- Their own behaviour both inside the school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

6.12 Parents are responsible for:

The behaviour of their child(ren) inside and outside of school.

7 Definitions

7.1 For the purpose of this policy, the school defines “unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission

- Graffiti.

7.2 Seriously unacceptable behaviour

7.2.1 For the purpose of this policy, the school defines “seriously unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involved criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression.

7.2.2 “Unacceptable behaviour” may be escalated as “seriously unacceptable behaviour”, depending on the severity of the behaviour.

7.3 Challenging behaviour

7.3.1 “Challenging behaviour” is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour – e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member.

7.4 Bullying

- 7.4.1 Bullying is a serious issue that can have a negative impact on a pupil's physical and emotional well-being, as well as their ability to succeed academically. Bullying is taken very seriously and there are a variety of strategies implemented to prevent and address it.
- 7.4.2 Pupils, parents and staff are encouraged to report any incidents of bullying, and we investigate all reported incidents thoroughly. We also provide support to pupils who have been bullied and work with the families of both the bully and the victim to find an appropriate resolution.
- 7.4.3 We have education and training programs in place for students, staff and parents to educate them on what bullying is, how to recognise it and how to respond to it. Our curriculum includes education on the topic of bullying and how to prevent it.
- 7.4.4 There is an anonymous reporting option for students, parents and staff to make it easy for people to report bullying without fear of retaliation.
- 7.4.5 We involve the pupils in the process, encouraging them to take a leadership role in creating a culture of safety and preventing bullying by empowering them to design and implement anti-bullying campaigns and initiatives, such as school-wide awareness events, peer mentoring programs and support groups.
- 7.4.6 We regularly monitor and evaluate our efforts to prevent and address bullying and we use this data to inform our decision-making and improve our prevention and intervention efforts.

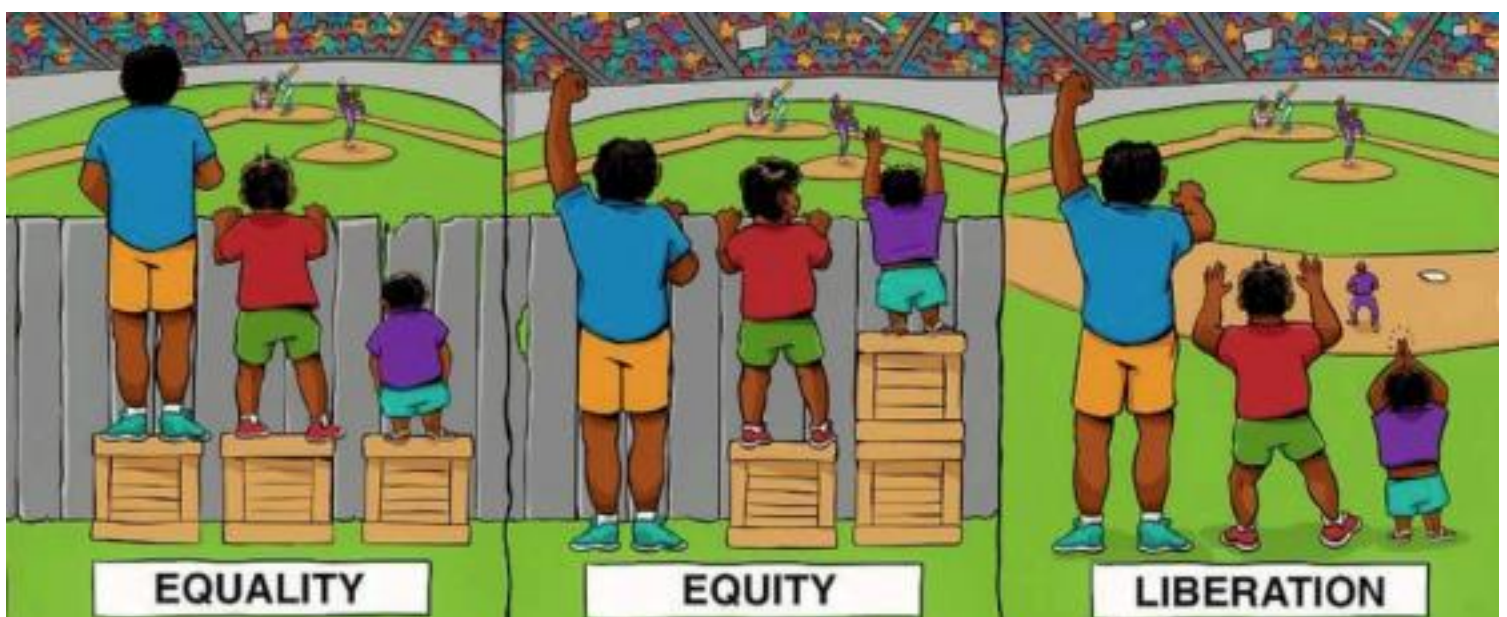
8 Staff induction, development and support

- 8.1 All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.
- 8.2 The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour e.g. SEND and mental health needs.
- 8.3 Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

9 Oakfield principles

Be Safe, Be Ready, Be Respectful, Be Your Best, Be Here

- 9.1 We recognise that clear structure of predictable outcomes has the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.
- 9.2 *"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."* -Paul Dix, Pivotal Education
- 9.3 The school has 5 simple rules 'Be Safe, Be Ready, Be Respectful, Be Your Best, Be Here' which can be applied to a variety of situations and are taught and modelled explicitly.
- 9.4 We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.



10 Smoking and controlled substances

- 10.1.1 In accordance with part 1 of the Health Act 2006, this school is a smoke-free environment. This includes all buildings, outbuildings, playgrounds, playing fields and sheltered areas. Parents, visitors and staff are instructed not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.
- 10.1.2 Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes. In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.
- 10.1.3 The school has a zero-tolerance policy on illegal drugs and legal highs. Following the identification and confiscation of a controlled substance, the staff member will seal the sample in a plastic bag and include details of the date and time of the confiscation and any witness/witnesses present. The staff member will store the sample in the school's safe.
- 10.1.4 The incident will be reported to the police immediately. The police will then collect the item and deal with it in line with their agreed protocols. The school will not hesitate to name the pupil from whom the drugs were taken to the police, and a full incident report will be completed. Any further measures will be undertaken in line with the school's Child Protection and Safeguarding Policy.
- 10.1.5 Where controlled substances are found on school trips away from the school premises, the parents of the pupil, as well as the local police, will be notified.

11 Items banned from the school premises

11.1 The following items are banned from the school premises:

11.1.1 Fire lighting equipment:

- Matches, lighters, etc.
- Drugs and smoking equipment:
- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure.

11.1.2 Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)

- 11.2 All members of staff can use their power to search without consent for any of the items listed above.
- 11.3 Searches will be conducted by a same-sex member of staff, with another member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- 11.4 A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- 11.5 A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item. The school is not liable for any damage to, or loss of, any confiscated item.
- 11.6 The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff. For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil. Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office. The headteacher will always be notified when any item is confiscated.

12 Positive relationships and approach

- 12.1 Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.
- 12.2 Teachers will enforce a number of strategies to establish positive relationships with their pupils – these may include:
- Welcoming pupils as they enter the classroom
 - Ensuring pupils understand what is expected of them
 - Creating a positive environment where every pupil feels comfortable and respected
 - Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family
 - Engaging with pupils during lunchtime and breaktime
 - Focussing on using positive language when interacting with pupils to guide them towards positive outcomes, rather than highlighting their mistakes.
- 12.3 Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:
- Acknowledging and giving praise when a pupil demonstrates good manners
 - Encouraging pupils to treat others with respect by modelling the desired behaviour
 - Informing pupils of the importance of treating others the same way they like to be treated.
 - Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
 - Establishing a politeness policy to help pupils understand basic manners and respect.
 - Teaching pupils the importance of showing respect to each other – e.g. writing thank you notes.
- 12.4 The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues. The school aims to promote resilience as part of a whole-school approach, using the following methods:
- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
 - Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
 - Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

12.5 Understanding behaviour

- 12.5.1 Where pupils frequently display negative behaviour, the school uses the antecedent–behaviour consequence (ABC) analysis to determine appropriate support – this involves:
- Antecedent (A): what happens before the behaviour occurs.
 - Behaviour (B): the behaviour that occurs.
 - Consequence (C): the positive or negative results of the behaviour.
- 12.5.2 Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to minimise consequences and disruption.
- 12.5.3 When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:
- What appears to be the underlying cause of the pupil's behaviour?
 - Where and when does the pupil display this behaviour?
 - What are the triggers of the behaviour?
 - What acceptable behaviour can the pupil use to ensure their needs are met?
 - What strategies can be implemented for behaviour change?
 - How can the pupil's progress be monitored?

13 De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation – this includes the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don't return to your seat, I won't help you with your work” becomes “if you return to your seat, I can help you with your learning”.

14 Physical Intervention

- 14.1 In line with the school's Safe Touch Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.
- 14.2 Physical restraint may be appropriate in the following situations:
- A pupil attacks a member of staff or another pupil
 - A pupil tries to, or does, conduct deliberate damage or vandalism to property
 - A pupil is causing, or is at risk of causing, injury or damage by accident, by rough play or by misuse of dangerous materials or objects
 - A pupil is running on a corridor or stairway in a way that may cause an accident or injury to themselves or others
 - A pupil leaves the classroom, or tries to leave the classroom or school premises, at an unauthorised time – only where doing so may lead to a risk of injury, property damage or serious disruption
 - A pupil is behaving in a way that is seriously disrupting a lesson, event or educational visit
 - A pupil is behaving a way that is seriously compromising good order and discipline
 - A pupil persistently refuses to obey an order to leave the classroom
- 14.3 Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.
- 14.4 All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.
- 14.5 The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items, including the following:
- Knives
 - Weapons
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any articles that have been used, or could be used, to commit an offence or harm.

- 14.6 Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.
- 14.7 Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion.
- 14.8 When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

15 Thinking Time (Detentions)

- 15.1 The school will make it clear to parents and pupils that they are able to use detention as a sanction, both during and outside of school hours. All teachers at the school can impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher.
- 15.2 The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips. The following indicate the times during which detention can be issued outside of school hours:
- Any school day where the pupil is not authorised to be absent
 - During weekends, except for any weekend preceding or following a half-term
 - Any non-teaching day, e.g. INSET days.
- 15.3 Parental consent is not required for detentions and, therefore, the school is able to issue detention as a sanction without first notifying the parents of the pupil. When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil.
- 15.4 If the detention is during lunchtime, 30 minutes will be allocated to allow the pupil time to eat, drink and use the toilet.
- 15.5 When issuing detentions which are set to be outside of school hours, the member of staff doing so will consider:
- Whether the detention is likely to put the pupil at risk.
 - Whether the pupil has identified caring responsibilities which would make the detention unreasonable.
 - Whether the parents ought to be informed of the detention, e.g. it may not be necessary to do so if the detention is for short period after school and the pupil is able to return home safely.

- Whether suitable transport arrangements are in place between the parents and the pupil. NB. It does not matter whether these transport arrangements are inconvenient to the parents.

16 Behaviour off school premises

- 16.1 Pupils at the school must agree to represent the school in a positive manner.
- 16.2 The guidance laid out in the Pupil Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform. Staff can issue consequences to pupils for misbehaviour outside of the school premises.
- 16.3 Staff may discipline pupils for misbehaviour off the school premises when the pupil is:
- Wearing school uniform.
 - Travelling to or from school.
 - Taking part in any school-related activity.
 - In any way identifiable as being a pupil at the school.
- 16.4 Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:
- Could negatively affect the reputation of the school.
 - Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
 - Could disrupt the orderly running of the school.
- 16.5 Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with this policy. The school will impose the same behaviour sanctions for bullying incidents and non-criminal misbehaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.
- 16.6 In all cases of misbehaviour outside of the school premises, staff will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff. Complaints from members of the public about misbehaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

17 Consequences

17.1 Consequences should:

- Make it clear that unacceptable behaviour affects others and is a serious offence against the school community
- Not apply to a whole group for the activities of individuals where these are identifiable
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
- Consequences need to be in proportion to the offence.

17.2 It should also be made very clear that it is the behaviour that is unacceptable, and any Consequence should address this, not be made personal to the child.

17.3 Adult Strategies to Develop Excellent Behaviour:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour.

18 Permanent Exclusion or Out Of School Transfer

18.1 Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy
- The risk to staff and other children is too high
- The impact on staff, children, and learning is too high.

18.2 Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.