

Belong. Aspire. Achieve.



BEHAVIOUR POLICY

2024 - 2025

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Review date:	25 January 2024
Committee:	F&P
Next review:	January 2025

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students 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.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all students.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. 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 Head Teachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [DfE guidance](#)

3. Definitions

At Eggar's we aim to be a happy school where children Belong, Aspire and Achieve. We always expect an impeccable standard of behaviour. Eggar's students are more likely to behave impeccably if they feel supported by and are an active part of our school community. An effective atmosphere for learning is achieved when there is an emphasis on student success. Our behaviour management strategy is based on using a balanced and fair combination of rewards and consequences. Therefore, as a school we always encourage students to follow our 3Rs to be Ready, Responsible and Respectful (see appendix 1). We take a warm but strict approach to behaviour and staff are trained on restorative practice.

Misbehaviour includes but not limited to:

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

Serious misbehaviour includes but not limited to:

- 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, or sharing of unwanted explicit content
- Vandalism.

- Theft.
- Fighting.
- Physical Assault.
- Verbal abuse or threatening behaviour.
- Smoking/vaping.
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
 - Knives or weapons.
 - Alcohol.
 - Illegal drugs.
 - Stolen items.
 - Tobacco and cigarette papers.
 - 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 student).

All serious misbehaviour incidents will be reviewed carefully, and appropriate sanctions will be applied. Depending on the severity of the misdemeanour, the sanction could be as serious as a Permanent Exclusion from the school.

4. 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.

For further information, please see the school's Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The Trustees board

The Trustee Board is responsible for:

- Reviewing this behaviour policy in conjunction with the Head Teacher.
- Monitoring the policy's effectiveness.
- Holding the Head Teacher to account for its implementation.

5.2 The Head Teacher

The Head Teacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students.
- 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 students to participate fully.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary.
- Ensuring that the data from the behaviour log is reviewed regularly.

5.3 Teachers and staff

Staff are responsible for:

- Establishing a calm and purposeful classroom so that students can focus on their learning without distraction.
- Establishing and maintaining clear boundaries of acceptable student behaviour.
- Consistently demonstrate the Teacher non-negotiables (see appendix 2).
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular students.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly using Satchel One.
- Challenging students to meet the school's expectations.

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

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the appropriate member of staff.
- 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.

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture. We will use the 3Rs for this:

- 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 that is available to them to help them meet the behaviour standards.

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

Students will be supported to develop an understanding of the school's behaviour policy and wider culture. Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy through student surveys and student voice activities.

Extra support and induction will be provided for students who are mid-phase arrivals.

6. School behaviour curriculum

Eggar's students are more likely to behave if they feel supported by and are part of our school community. Creating an effective atmosphere for learning is more likely to be achieved where there is an emphasis on student success rather than failure. Our behaviour management is based on using a balanced and fair combination of rewards and sanctions.

We use our 3Rs to frame our behaviours and conversations with students.

Students 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 students 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.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

6.1 Mobile phones

They must be switched off and out of sight between 08:30 and 14:30.

Students are allowed to use them in lessons with the teacher's permission.

If students are seen using/have them visible, the device will be confiscated and handed into Reception for collection at the end of the school day.

7. Responding to behaviour

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 students to be engaged.
- Display the behaviour curriculum or their own classroom rules.
- Develop a positive relationship with students by:
 - Greeting students 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.

7.2 Safeguarding

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

We will consider whether a student'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.

7.3 Responding to good behaviour

Excellent behaviour for learning characteristics are greatly enhanced by positive affirmation, praise and reward. All members of staff can give rewards at any time. The list of rewards includes:

- Verbal praise.
- Head Teacher commendations.
- Positive referral.
- Display of work.
- Profile in the Eggar's News.
- Positive communication home.
- Prom points.
- Sporting colours.
- House points.
- Positions of student responsibility (including prefects and ambassadors).
- School trips.
- Certificates.
- Eggar's Learner badges.
- Award ceremony trophies and termly rewards assemblies.

7.4 Responding to misbehaviour

When a student'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 students know with certainty that misbehaviour will always be addressed. This will include the use of the Behaviour for Learning process diagram 1 (appendix 3) to restore a calm and purposeful learning environment.

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

All students 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 student to help them to meet behaviour standards in the future using the Behaviour for Learning consequence document 2 (appendix 4). A conversation, using Restorative Practice, will be facilitated so that the student can start the next day with a clean slate.

7.5 Reasonable force

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

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

For further information, please see our Physical Restraint policy.

7.6 Confiscation and searching

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

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

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

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Head Teacher, or by the Head Teacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the student, 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 student 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 student; **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.

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 student 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/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). 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

Support after a search

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

7.7 Offsite/Online misbehaviour

We have our students' welfare and best interests at heart. Our desire to support them extends beyond the school premises and school hours. Incidents of poor behaviour that occur outside of school are predominantly a matter for families. Should students bring the school into disrepute by misbehaving when wearing our school uniform, we reserve the right to apply consequences.

7.8 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police using the 'When to call the Police' document.

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 DSL/DDSL 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.

7.9 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.

Students 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.

7.10 Malicious allegations

Where a student 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 student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student 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 student 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 students 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 students.

8. Serious sanctions

8.1 Detention

Teachers can issue a same day After School Consequence for poor behaviour. Families will be notified via the Satchel One app of the consequence to be served at the end of the school day. This will enable students to complete any work missed and have a restorative conversation with the member of staff, so they can start the next day with a clean slate.

8.2 Removal from classrooms (Parked, On Call and Inclusion Room):

In response to serious or persistent breaches of this policy, the school will take the following steps:

Parking: this is where a student has failed to modify their behaviour so will continue their learning in another classroom and will be set a same day Tier 2 After School Consequence. If the Parking is unsuccessful, this will escalate to the next stage.

On Call/Inclusion:

If a student is removed from a lesson (by On Call staff) they will stay in the Inclusion Room for the rest of the day to reflect and complete work. They will have the opportunity of a restorative conversation in the same day After School Consequence. The Inclusion Room can also be used as a consequence for other behaviour incidents.

Students 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 student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers 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 students who are frequently removed from class:

8.3 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 Head Teacher and only as a last resort.

Please refer to our Suspension and Exclusions policy for more information.

9. Responding to misbehaviour from students with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that students' 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 student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students 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 any substantial disadvantage to a disabled student being caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of students with SEND (Children and Families Act 2014)
- If a student 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 student concerned.

- Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a student 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 students can regulate their emotions during a moment of sensory overload.

9.2 Adapting sanctions for students with SEND

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

- Was the student unable to understand the rule or instruction?
- Was the student unable to act differently at the time as a result of their SEND?
- Is the student 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 student 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 student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a student 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 student, 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.

9.4 Students 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 student 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.

10 Supporting students following a suspension

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

This could include measures like:

- Reintegration meetings.
- Daily contact with Student Services/Progress Leader/Tutor.
- A report card with personalised behaviour goals.
- Phased transition through the Hub.
- Student Support Plan.

11. Student transition

11.1 Inducting incoming students

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

12. Training

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

- The needs of the students at the school.
- How SEND and mental health needs can impact behaviour.
- Restorative Practice.
- Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 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 student support units, off-site directions and managed moves.
- Incidents of searching and confiscation.
- Perceptions and experiences of the school behaviour culture for staff, students, trustees and other stakeholders (via anonymous surveys).

The data will be analysed every half term by a member of LT.

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 students are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Head Teacher and Chair of Trustees at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Head Teacher.

14. Links with other policies

This behaviour policy is linked to the following policies]:

- Suspension & Exclusions policy.
- Child protection and Safeguarding policy.
- Physical restraint policy.
- Mobile phone policy.
- Anti-Bullying Policy.

Appendix 1: 3Rs document

Our 3 Rs





READY

Uniform & Equipment
Wear your uniform with pride and have the correct equipment for your lesson.

Be On Time
Move quickly to your lesson.

To Learn
As per the seating plan and do the recall task whilst the register is taken.



RESPONSIBLE

For Your Behaviour
Own your behaviour; help create a 'safe' environment.

For Your Learning
Try hard and aspire to become an Eggar's Learner.

For Your Wellbeing
Do things to promote your wellbeing: eat, sleep, exercise, and belong.



RESPECTFUL


To Staff
Work with all staff by listening and following instructions.

To Others
Be kind and respect others' opinions and differences.




To the School Environment
Keep the school clean and tidy and look after the facilities.

Appendix 2: Teacher non-negotiable document

The Eggar's Way: All teachers in all classrooms



- *Meet and greet at the door.*
- *Display 'Ready to Learn' on the board.*
- *Register within 5 minutes.*
- *Use annotated seating plans.*
- *Use the 3Rs.*
- *Be Warm but Strict.*
- *Use Satchel One.*
- *Use Restorative Practice.*
- *Teach high quality lessons.*
- *Ensure challenge in the learning experience.*
- *Ensure calm, managed dismissal.*



Appendix 3: Behaviour for Learning process diagram



Appendix 4: Behaviour for Learning consequence diagram

Behaviour for Learning

Ready. Respectful. Responsible.

Eggar's teachers are expected to take ownership for their classrooms. In the event of needing sanctions, please reference the below.

Recorded on Satchel, confirmed through Mop Up

T1 = 15 mins (T)	T2 = 30 mins A/S (CU/PL)	T3 = 1 Hr A/S (SLT)	T4 = Inclusion	T5 = Suspension
Homework (lack of)			Banned items	
Inadequate work			Discrimination	
Low level behaviour			Fighting	
Lunch or break time incident				
Uniform	Missed detention			
	Mobile phone incident			
	On Call			
	Parked			
Punctuality	Physical incident			
	Smoking or vaping			
	Truancy			
	Unkindness			
	Vandalism or theft			
	Verbal incident			