



BEHAVIOUR POLICY

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Policy Owner: W Rush

Approved by: Dr E Waites (Pastoral & Safeguarding Governor)

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Behaviour policy and statement of behaviour principles

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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

Canbury school aims to encourage students to adopt the highest standards of behaviour, principles and morals. We aim to promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious students, who are motivated to become lifelong learners.

Canbury school is an inclusive community. We welcome students from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his/her place in the modern world.

Legislation and statutory requirements

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

- [Behaviour in Schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting students with medical conditions at school](#)
- [special educational needs and disability \(SEND\) code of practice.](#)

- [Children's Wellbeing and Schools Act 2026](#)
- [The Independent School Standards: Guidance for Independent Schools April 2026:](#)

We have also taken into consideration the following guidance, research and publications:

[Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges](#) - NICE guideline

[Challenging Behaviour Foundation](#)

[PBS Framework](#) - NHS

Minahan J. (2014), *Behaviour Code Companion: Strategies, Tools, and Interventions for Supporting Students with Anxiety Related or Oppositional Behaviours*. Harvard Education Press

Definitions

Behaviour is everything we do: our language, actions, feelings, thoughts. All behaviours, be it positive or negative, are learnt and maintained through the interaction with the social and physical environment.

Challenging behaviour could be defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Repeat incorrect uniform
- Constant lateness
- Repetitive off task behaviour
- Inappropriate language

This list is not exhaustive, and these behaviours can be of low and high intensity.

Serious challenging behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - o Sexual comments
 - o Sexual jokes or taunting
 - o Physical behaviour such as interfering with clothes
 - o 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
- 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
 - E-cigarettes or vaping equipment
 - 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)

Functions of behaviour are the reasons why the behaviour occurs. All behaviours occur because the individual gets something out of it. There are four functions of behaviours: sensory, escape, attention and tangible.

Sensory: an individual does something because it feels good, maintained by the automatic reinforcement e.g. it feels good);

Escape: an individual does something to end or avoid the unpleasant situation/task;

Attention: an individual does something to gain somebody's attention (positive or negative attention);

Tangible: an individual does something to gain access to an item or activity they enjoy/like.

Positive Behaviour Support (PBS) is defined as an approach that is used to support behaviour change in a student. The PBS approach looks to understand the reasons behind behaviours that challenge, commonly called the function.

Proactive strategies are defined as actions which adults take to prevent the challenging behaviours from occurring. They include recognising the triggers for the behaviour that might challenge, and setting the students up for success by implementing preventive accommodations to teaching and interaction with the student (e.g. by modifying the task/language/instructions) and teaching (via implementation of reinforcement) student's underdeveloped coping, communication or academic skills.

Reactive strategies are defined as responses/ actions which adults take after the challenging behaviour has occurred. Those could involve prompting a student to engage in coping strategy, removing the escape and positive practice (i.e. completing avoided work in breaktime/1:1 session), removing the attention given (not reacting /giving attention to behaviours which have been established as attention seeking).

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:

Emotional - Being unfriendly, excluding, tormenting

Physical - Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including:

- Racial
- Faith-based
- Gendered (sexist)
- Homophobic/biphobic
- Transphobic
- Disability-based
 - Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Sexual - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal - Name-calling, sarcasm, spreading rumours, teasing

Online-bullying - Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Harassment and bullying will not be tolerated. Also, we take the view that the reasons and causes of bullying are multiple and most children will either bully or be by-bystanders to bullying at some point in their childhoods; our role is to guide them away from these behaviours.

Full details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying policy.

Roles and Responsibilities

The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Assistant Head (Pastoral) to account for its implementation

Assistant Head (Pastoral)

The Assistant Head (Pastoral) 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 consequences and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy.

Staff

Staff are responsible for:

- Creating a calm and safe environment for students and staff
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Using proactive strategies to support positive behaviour of students
- Providing a personalised approach to the specific behavioural needs of particular students i.e. strategies to support ADHD and/or implementation of Positive Behaviour Support Plans
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly i.e recording serious behaviour incidents on RM Integris, lower level concerns on SatchelOne, ABC data sheets and other requested methods (see appendix 3 for an example/template ABC log)
- Challenging students to meet the school's expectations

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

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 class teacher promptly
- Take part in any pastoral work following behaviour incidents (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.

Students

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support 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.

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

Code of Conduct

We expect everyone to treat each other with consideration, good manners, and to respond positively to the opportunities and demands of school life. Canbury school expects its students to adhere to a code of conduct - "The Canbury Code", (see Appendix 1). Staff are expected to adhere to the Staff Code of Conduct specifically and all the school's policies and procedures.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. The school is strongly committed to promoting equal opportunities for all, regardless of race, religion, gender, sexual orientation or physical disability. We expect students to behave at all times in a manner that reflects the best interests of the whole community.

Mobile Phones

Students in Year 7 to 6th form are allowed to bring mobile phones, but these must be kept in their designated Yondr pouch for the entirety of the school day. The pouches will be kept by the students and can be left in a safe place (i.e. their locker or school bag).

Students in Year 12 and 13 are allowed to use their mobile phones during break and lunch, but only in the 6th form common room. Between these times, students' phones should be in their Yondr pouch.

Any attempt to use a phone in lessons without permission, take illicit photographs/videos or purposefully not put their phone in the Yondr pouch will lead to the following sanctions:

- Immediate confiscation of device
- Phone will handed to the front office
- Parents will be informed and will have to collect the phone from the office when possible

Important messages and phone calls to or from parents/carers can be made at the school office, who will also pass on messages from parents to students in emergencies.

See the Online Safety Policy for further information around use of devices in school.

Behaviour Support

Positive Behaviour Support (PBS)

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. At Canbury, the belief is that all students' behaviour is communication and a sign of underdeveloped skills and/or an unmet need and that positive behaviour support (PBS) is the appropriate, ethical and more effective way to manage challenging behaviours, rather than using punishment. It allows students to learn and adapt their behaviours to meet expectations in the classroom, while simultaneously teaching them how to make better choices in their path to adulthood.

The PBS approach looks to understand the reasons behind behaviours that challenge, commonly called 'the function'. PBS interventions put in place appropriate support and teach new skills. The aim is to increase a young person's quality of life through increasing access to opportunities or development of new skills, and by doing so reduce the need for behaviours that challenge.

Staff expectations

Staff will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Display the behaviour code of conduct in their rooms
- Develop a positive relationship with students, which includes:
 - Greeting students in the morning/at the start of lessons (students are to wait at the classroom door for the teacher to let them in)
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally, such as proximity, gestures and eye contact
 - Using the least intrusive prompt first (e.g. pointing to the task instead of using words).
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Using positive reinforcement
- Having a plan for dealing with low-level disruption
- Highlight and promote good behaviour by modelling
- Provide choice, but not an excessive amount (maybe 2 options)
- Give declarative¹ reminders of what is expected, the code of conduct, routines and structures
- Know and implement the behaviour support plans for individual students

¹ **Declarative language** is defined as: Commenting, or making statements, out loud about what we think, notice, remember, feel, wonder about, observe, etc.

For example, if it is time for a transition, instead of telling a student "go to the table for lunch" or "put on your coat," direct his or her attention toward the changes in the environment: "I notice that all the other students are at the table" or "I notice that all the students are putting on their coats."

- Praise and reward positive behaviour, this is any behaviour including language to communicate needs or all positive learning behaviours that you would like to see more often. Remember to praise effort, not the outcome.
- Teach and give opportunity to use communication that the student prefers
- Keeping language simple and instruction short
- Using positive language (avoid 'no' and 'don't'), Re-phrase negative feedback
- Being consistent
- Respond to social errors respectfully so that you reduce the probability of escalating behaviour.

Behaviour and staffing

Work not done or late, late to lessons, disruptive or silly behaviour in lessons should be dealt with by the subject teacher.

Minor incidents - such as inconsiderate behaviour towards other students or staff, should be dealt with at the time by all members of staff and logged on SatchelOne.

Serious use of bad language, inappropriate behaviour towards other students should be referred to the Assistant Head Pastoral immediately via email and the Head cc'd in if necessary. This should be logged on SatchelOne by the initial staff member involved.

In the case of dangerous or very high intensity challenging behaviour that is having a serious impact on a lesson or others, a member of SLT should be found, and the student will be collected and taken out of the situation to their office. This should be followed up with logging it on SatchelOne by the initial staff member involved. **See section 9.2 for further information.**

In cases involving suspension and exclusion the Head will take the lead with this.

Responding to behaviour

Whole school systems to increase the positive behaviours

At Canbury school, we encourage the establishment of good teacher/student relationships and support for the school's values through a focus on developing and increasing positive learning behaviours (which might include effort, task initiation, asking for help etc.), through reinforcement. These actions will help to promote a calm and engaged learning environment.

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:

- **Specific verbal praise**
- **Communicating home via postcards, letters, emails or phone calls home**

To recognise achievement within departments and around the school, students may receive stamps, stickers, postcards home or a call/email home.

- **Token economy**

Students earn tokens/house points throughout the day. These then can be exchanged for bigger rewards. We have a whole school house point system, as discussed below, but can also implement a student specific token economy system for those identified as requiring it. This is carefully

implemented and managed, as such the SLT team and the Behaviour Lead will oversee the use of these.

o **House points**

All students are placed into one of three houses within the school (Johnson, Noble and Campbell) and can earn points for both themselves and their house. House points can be awarded for (but not limited to) displaying positive attitude to learning, progress and achievement and helpfulness around school. Students are issued with House points from staff via Satchel One. At the end of each term the house points are totalled up and the house with the most points receives a 'house' pizza party for all members.

o **Certificates, Badges and Raffle Tickets**

House points count towards student's own personal awards. Students collect their house points and once set amounts have been gained they will be awarded a certificate and raffle ticket in the next assembly. At the end of each term, one raffle ticket is drawn and the winner will receive a gift voucher.

• **Special responsibilities/privileges**

This may include positions of responsibility, such as departmental assistants, monitors, house captains and prefect positions.

• **Prize Giving Assembly**

This is held on the last day of term in the summer term, during which the following is recognised/presented:

- Departmental effort and academic awards
- Sporting awards
- House cups
- School cups
- Head teacher awards
- Charity awards

When trying to apply any of these reinforcements with students, staff must take into consideration individual students' motivations and how they respond to these. For example, if a student hears verbal praise but seems indifferent, then this might not be the most effective way to increase positive behaviour for them.

Whole school systems to react to highly challenging behaviours

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

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

The school may use 1 or more of the following either proactively or in response to unacceptable behaviour:

- Use of supportive strategies as noted on the SENDP document
- Tracking incidents via reports and data collections
- Quick and constructive talk with student about their behaviour
- Expecting incomplete work to be completed at home, or at break/lunchtime/homework club
- Time out from class in Wellbeing Zone or Wellbeing Hub
- Restorative meetings at break, lunchtime or after school (see Appendix 3 for further guidance)
- Reflection time at lunchtime (see appendix 7)
- School-based community service, such as tidying a classroom
- Agreeing a behaviour contract
- Referring the student to their form tutor, Head of Key Stage or a member of SLT
- Email or phone calls home to parents/carers
- Implementation of a positive behaviour support (PBS) plan
- Suspension
- Permanent exclusion, in the most serious of circumstances

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

All forms of physical punishment are unacceptable, and corporal punishment is prohibited at all times.

Students may be sent to the office of a member of SLT during lessons if they are persistently disruptive, and they will be expected to complete the same work as they would in class. In the case of persistent behaviour issues, ABC data will be collected to try to understand the function of their behaviour and a positive behaviour support plan would be drawn up for the student.

Key points to notes about the application of both rewards and sanctions

It should be noted that all actions undertaken by staff which are meant to act as sanction/punishment do not build positive behaviours, only temporarily stop the challenging behaviour a student is exhibiting. Therefore, it is paramount that along with any punitive action/sanction, members of staff will help a student build positive behaviours (this might be via application of reinforcement and implementing of student PBS plans).

Application of both systems above must match the function of the behaviour shown by the student (escape, attention, tangible and sensory) rather than be reactive. For example: if a student's loud behaviour is to escape the given work, sending them out or having a long conversation would be the wrong action in this case. This would re-enforcing the behaviour seen, and as such lead to repeats of this behaviour or even an increase in the behaviour. Rather, an adaptation of the work presented to the student should be considered, such as a bullet point list, differentiated work, visual resources etc. In this case, if the adaptive work doesn't work, then it may be necessary to review the child's plan or follow the school's referral process.

Restrictive interventions

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on students, staff and parents/carers. In our school,

they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

Seclusion

Seclusion is a nondisciplinary safety measure used only to protect others from immediate harm when a student is highly dysregulated and not acting with intent. We only use seclusion as a safety measure when a student is experiencing high levels of emotional or behavioural dysregulation.

It will never be threatened or used as punishment. Additionally, part-time timetables must not be used as a form of behaviour management.

During seclusion:

- Any seclusion will occur in a safe, non-threatening space.
- The student will be continuously supervised by at least 1 adult
- The seclusion will last only as long as necessary, and end as soon as the immediate risk reduces.

All incidents of seclusion will be recorded and reported in line with our Recording and Reporting Duties.

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

See the 'Reasonable Force procedure' for full information.

Physical Violence

Any report of physical violence will be investigated by the Assistant Head Pastoral, who must involve/inform the Form Tutor, Head of Key Stage and Head immediately. After a full investigation, the Head will determine the action to be taken.

In the absence of the Head at the time of the incident or reporting of the incident, it is likely that all involved parties may be removed from school until the matter may be resolved. Parents/carers are likely to be involved in the process and should any suspension result, parents/carers will be brought in to discuss the issue and agree a procedure.

Confiscation, screening and searching

Reasonable force must only be used when a student is suspected of concealing an illegal item.

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

See the 'Searching and confiscation procedure' for full information.

Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student 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 student of our school

Sanctions may also be applied where a student 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 student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

Online Behaviour

The school can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

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.

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.

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.

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.

Special educational needs or pastoral needs may be considered as mitigating factors but others must be protected as well; outcomes will be based on a balance of harms.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our safeguarding policy for more information on responding to allegations of abuse.

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.

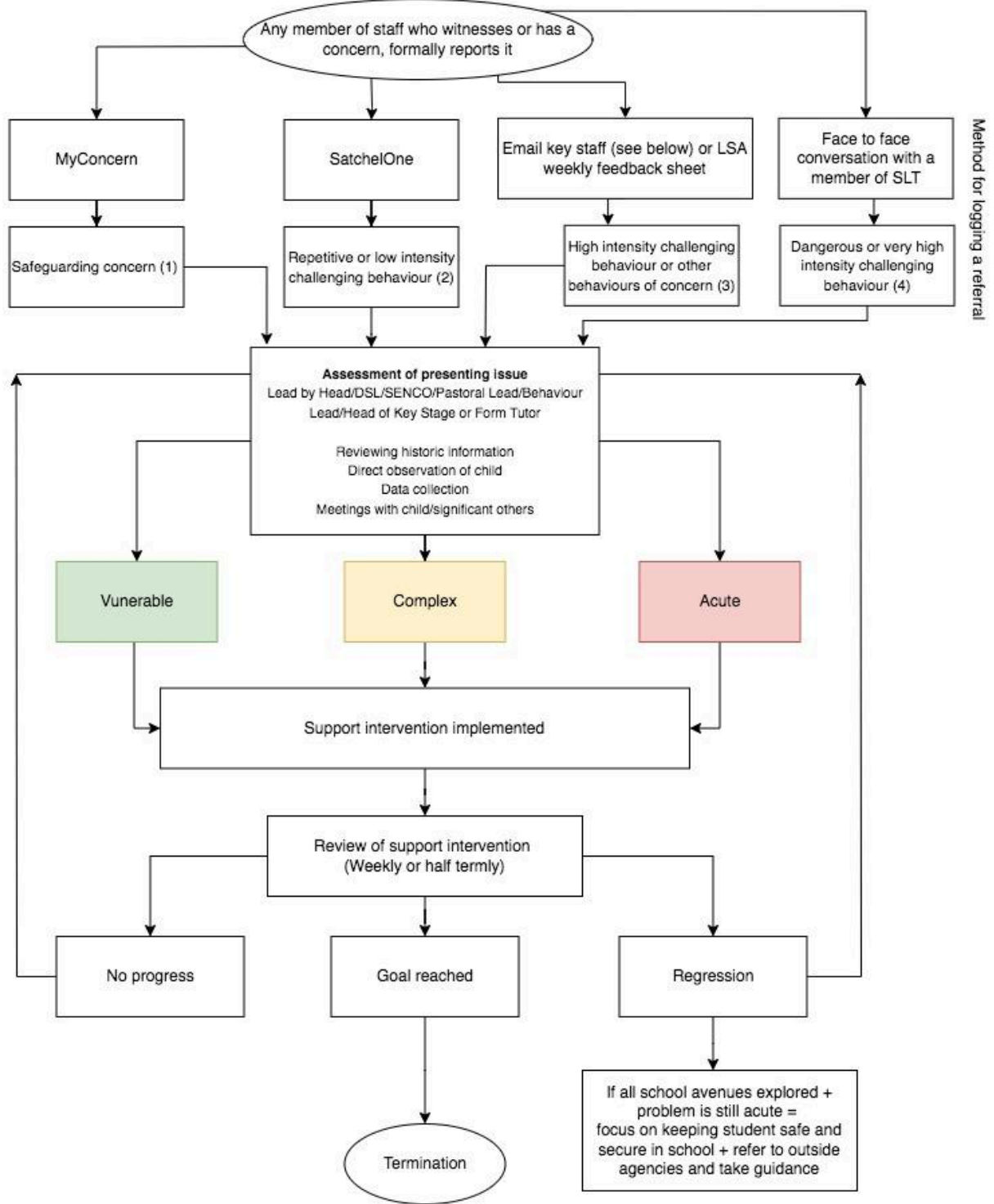
Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

Referral Process

All adults in Canbury School should follow the referral system shown below:

Referral Process



1: Safeguarding

Example: Frequently not eating lunch, discriminatory comments about others
 Non-example: Low level off-task behaviour

2: Repetitive or low intensity challenging behaviour

Example: Constant lateness, lack of correct equipment, repetitive off task behaviour, argument with peer
 Non-example: Low mood, being quiet, low level off-task behaviour which does not impact the flow of the lesson

3: High intensity challenging behaviour or other behaviours of concern

Example: Often non-completion of tasks in lessons, lack of social interaction (eating alone, no partners in groups work)
 Non-example: One-off argument with a peer, inappropriate language used

4: Dangerous or very high intensity challenging behaviour

Example: Physical aggression, dangerous behaviour
 Non-example: behaviour that can be managed by the class teacher with little/no impact on the rest of the class

SatchelOne and MyConcern form part of a system to monitor student behaviour/performance. They must be monitored regularly by form tutors, Heads of Key Stage and the Assistant Head (Pastoral).

Students who continue to collect incidents via these methods will have other support structures put in place after discussions with staff, parents and the student, data collection and analysis. Once plans have been drawn up these will be shared with the relevant members of staff, student in question and parents.

Serious Sanctions

Restorative Meetings

Students can be issued with restorative meetings during break or after school during term time.

The school will decide whether it is necessary to inform the students' parents/carers.

When imposing a restorative meeting, the school will consider whether doing so would:

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

Short restorative meeting

- 15 minutes after school or at lunchtime can be given by any member of staff
- This normally runs on the day of the issue, unless this presents an insurmountable problem, in which case it must take place on the following day
- After school would run from 3.35 – 3.50 p.m. and no parental notification needs to be given (but staff need to be mindful of those who have taxis)
- Lunchtime would run from 1.00pm to 1.15pm
- Break would run from 10.15am to 10.20am
- Staff who set the meeting should also lead it
- During the meeting the reason for it should be discussed with the student and a constructive discussion about the behaviour shown should be had.

Long restorative meeting

- A half hour or one hour can be given for any serious breach of the school code of conduct
- It can take place either at lunch between 1.00pm and 1.33pm or after school 3.35 – 4.35 p.m.
- SLT who should be informed and attend, along with the staff member who issues the meeting
- The student's home should be contacted and informed of the incident and that a restorative meeting will be held
- During the meeting the reason for it will be discussed with the student and a constructive discussion about the behaviour shown should be had.

Any restorative meeting must be logged on SatchelOne.

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff which 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 students 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 student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by a member of SLT, the wellbeing lead or an LSA (depending on the level of the incident), and will be removed for a maximum of a day.

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

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 but the staff member who has requested the removal of the child.

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

- Use of learning support assistants
- Behaviour tracking i.e. ABC data
- Input from the behaviour lead
- Long-term Positive Behaviour Support plans
- Early Help

Staff will copy the Assistant Head (Pastoral), Form Tutors and Heads of Key Stage into all emails home regarding incidents of removal from the classroom. These will be input in the schools behaviour log and monitored by the Assistant Head (Pastoral).

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 headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

Considering SEND and Behaviour Incidents

Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND). This is particularly important to consider in our school where a large proportion of students on roll have 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 cooperate 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.

Our approach to anticipating and removing triggers of misbehaviour for those with SEND include the following:

- 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 the wellbeing zone where students can regulate their emotions during a moment of sensory overload

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.

Considering whether a student displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) and Behaviour Lead 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 the Mental Health Lead, educational psychologists, medical practitioners, Child Services 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.

Students with an education, health and care plan (EHCP)

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

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

Supporting students following a sanction

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

These may include:

- Reintegration and restorative meetings
- Daily contact with the pastoral lead, form tutor, Heads of Key Stage etc
- A report card with personalised behaviour goals
- Token economy system - carefully managed with the Behaviour lead
- Development of a Positive Behaviour Support Plan

Student transition

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, this will be led by their form tutor.

To ensure behaviour is continually monitored, and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of year during INSET (if student is joining in September), via email or staff meeting (if student is joining mid-year) and also discussed frequently during staff meetings.

Preparing outgoing students for transition

To ensure a smooth transition to the next year, students have transition sessions with their new school (if offered by the college/school/university). In addition, staff members hold transition meetings with key staff in the new setting.

Training

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

- Positive behaviour support
- The Canbury Code of Conduct
- Our School values and aims
- SEND specific training

Our staff are provided with training on managing behaviour, as part of the rolling programme.

A staff training log that identifies key learning opportunities linked to behaviour can be found in Appendix 6.

Monitoring this policy

This behaviour policy will be reviewed by the Assistant Head (Pastoral) and governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Links with other policies

This behaviour policy is linked to the following policies:

7. Exclusions policy
8. Safeguarding policy
9. Use of Reasonable Force and Physical Restraint procedure
10. Anti-bullying Policy
11. Searching and confiscation procedure
12. Student ICT Acceptable Use Procedure
13. Student Mental Health & Wellbeing Procedures
14. Online safety policy

Appendix 1: Visual statement of behaviour principles



CANBURY SCHOOL

Student Code of Conduct

At Canbury School we are...

SUPPORTIVE



Walk around the school in a quiet and sensible manner



RESPECTFUL



Bullying will not be tolerated

INCLUSIVE



ACHIEVING



Mobile phones must be turned off when in school



Be polite, helpful and considerate



Eat only in the designated spaces

Be punctual for all registration, lessons and other school commitments



Give your full focus and effort in class



Always respect the property of other people



Be suitably dressed as per the uniform code



Listen carefully and follow all instructions from adults



Take care of your school and respect our facilities



All forms of smoking are unacceptable



Be prepared for all your lessons

Appendix 2: ABC data log example

ABC ANALYSIS

Please note the details on the PROBLEM BEHAVIOUR XXX is displaying during lessons.

For example:

1. Sobbing/Crying - 2. Saying things such as 'I hate it' "I'm useless'

DAY /DATE	LESSON/ CONTEXT	ANTECEDENTS	BEHAVIOUR	CONSEQUENCES	POSSIBLE FUNCTION OF THE BEHAVIOUR
		What happened BEFORE? What people did or said BEFORE the behaviour? What was the task?	What XXX do?	What happened AFTER the behaviour? What did staff AND XXX say and do?	What did XXX get from the behaviour? What has XXX achieved for themselves? Social attention, Access to tangible items or preferred activities, Escape or avoidance of demands and activities, and sensory

FYI: Description of student's behaviour should be measurable, this is defined explicitly in observable terms (Example: hitting the table with closed fist; looking through the window. Non-example: tantrum, being upset, being distracted).

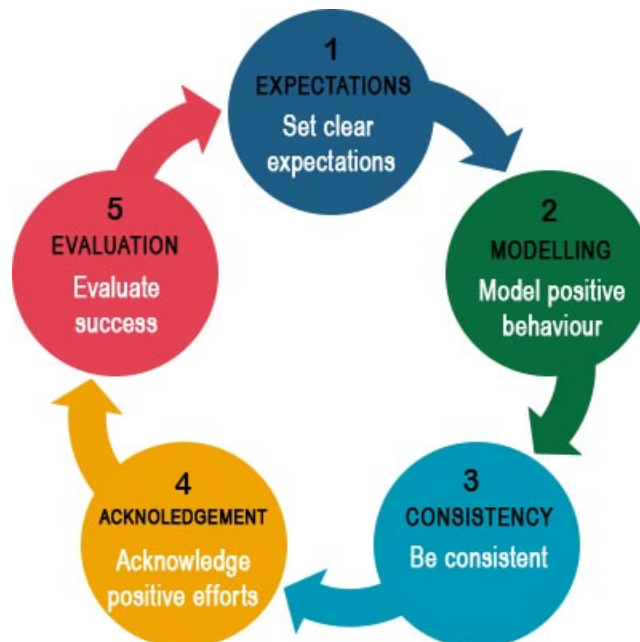
Appendix 3: PBS Diagrams

PBS Diagram <https://behaviourhelp.com/positive-behaviour-support/>



Implementing PBS strategies in your classroom Diagram

<https://www.monash.edu/education/teachspace/articles/five-ways-to-use-positive-behaviour-support-strategies-in-your-classroom>



Appendix 4: Positive Behaviour Support Plan example

Positive Behaviour Support Plan			
	Name: XXXX	Date: 4.10.21	Possible function: escape from demands/activities which XXX finds aversive
When XXX is showing good learning behaviour (e.g. starting task, accepting help)	Area of concern:	Proactive strategies:	Reactive strategies:
<p>What staff should do:</p> <p>Specific descriptive praise (verbal and non-verbal)</p> <p>Write a positive comment on a sticky note for XXX to keep.</p> <p>HP and newsletter</p> <p>Give free time when XXX is very productive ?</p>	<ol style="list-style-type: none"> 1. Low % of tasks completed in History, Science and Art. 2. Delay in starting tasks in History, Science and Art. 3. Refusal of help offered in History, Science and Art. 	<ol style="list-style-type: none"> 1. Breaking down tasks given across subjects (written form). Get XXX to tick off the tasks completed. 2. Lowering task demand by a) offering written prompts for given questions/tasks e.g. starting the task for XXX (e.g. starting the sentences, offering multiple choice answers b) give LESS work (manageable amount)/easy work first for XXX to complete. 3. Give a choice of activities (written on a piece of paper, so it's interactive) and let XXX decide on the order. 4. Increasing motivation to engage in less preferred tasks by implementing token economy in English 	<ol style="list-style-type: none"> 1. Provide replacement language for escape behaviours "I opt out" "I would like to do just a little" "That's too long" and honour the request (after XXX says it). 2. Provide descriptive language for emotions/what XXX might be communicating through behaviour E.g. "Oh, that looks tough" "You look a bit worried" 3. Escape extinction and positive practice: complete some missed/avoided work in 1:1 session (A folder/way of recording this is needed for staff to select)
<p style="text-align: center;">Current Targets:</p> <ul style="list-style-type: none"> • To increase % of work completed in History. • Develop replacement language to remove aversives: instead of using behaviour to communicate, for XXX to use language. <ul style="list-style-type: none"> • To build foundation skills for XXX to chunk her workload • To decrease the latency between instruction and task given (increase the speed with which XXX starts a given task) <p style="text-align: center;">Next Review Date: Week beg on the 16th of November</p>			

Appendix 5: Staff Training Log

- PDA training - September 2025
- Supporting students with tourette's syndrome in an educational provision - September 2024
- Trauma informed schools - September 2024
- Autism Training - Adem Cetindamar - March 2023
- OT training - Aniesa Blore Sensational Kids - Jan 2023
- Working with autistic girls - Michele Thompson - Jan 2023
- New Perspectives on Behaviour and Antecedent Strategies - PC - May and September 2022
- Positive Behaviour Support - Ms Chorazyczewska and Mrs Rich - January 2022
- Developmental Trauma - Lucy H January - 2022
- Harmful Sexual Behaviour - Louise Boggi - April 2022
- Growth Mindset - PC - September 2021
- Understanding Behaviour - Ms Chorazyczewska - April 2021
- Diversity and equalities training - Mrs Rich - January 2021
- Autism Support - Ms Chorazyczewska - 2019

Appendix 6: Giving Instructions

Before giving the instruction

- Consider if regulation is necessary
- Approach the student from the side
- Get down to the student's level
- Gain the student's attention

Giving the instruction

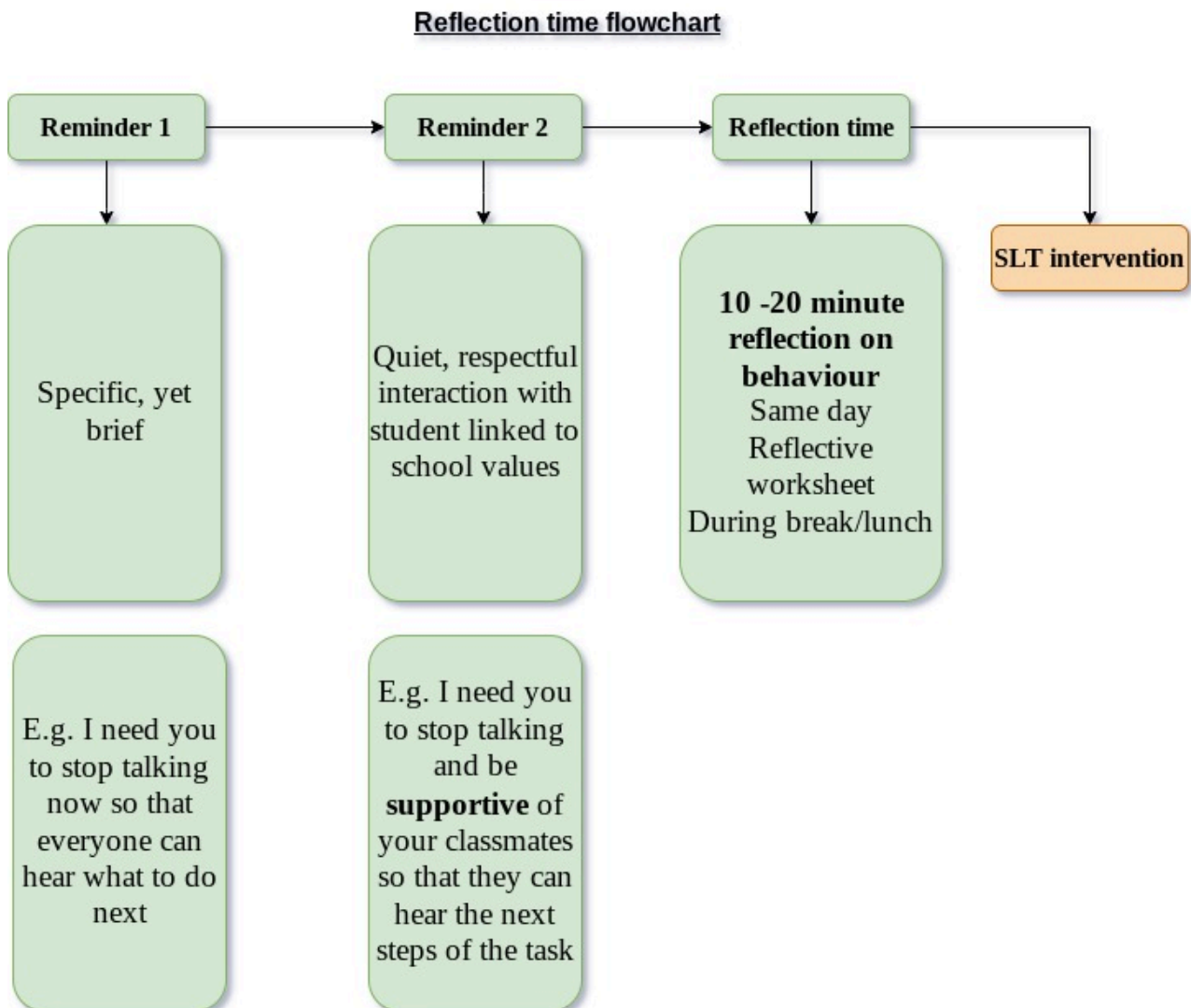
- Use a calm, neutral tone of voice

- Provide prompt if needed to ensure success
- Incorporate two choices when possible
- Keep request clear and concise
- Avoid ultimatums, reminders of punitive consequences, and authoritative language

After giving the instruction

- Give space
- Provide time for student to respond
- If the student appropriately engages, provide positive feedback
- If the student does not respond consider why:
 - o Continue to keep a calm, pleasant tone
 - o Consider the following: collaboratively-problem solving, missing skills, under/over stimulated, setting events, reinforcement, etc., and adjust accordingly.
- If the student continues to not respond seek support from a member of SLT

Appendix 7: reflection time flow chart



Appendix 8: Reflection time worksheet

Behaviour-Reflection-Sheet