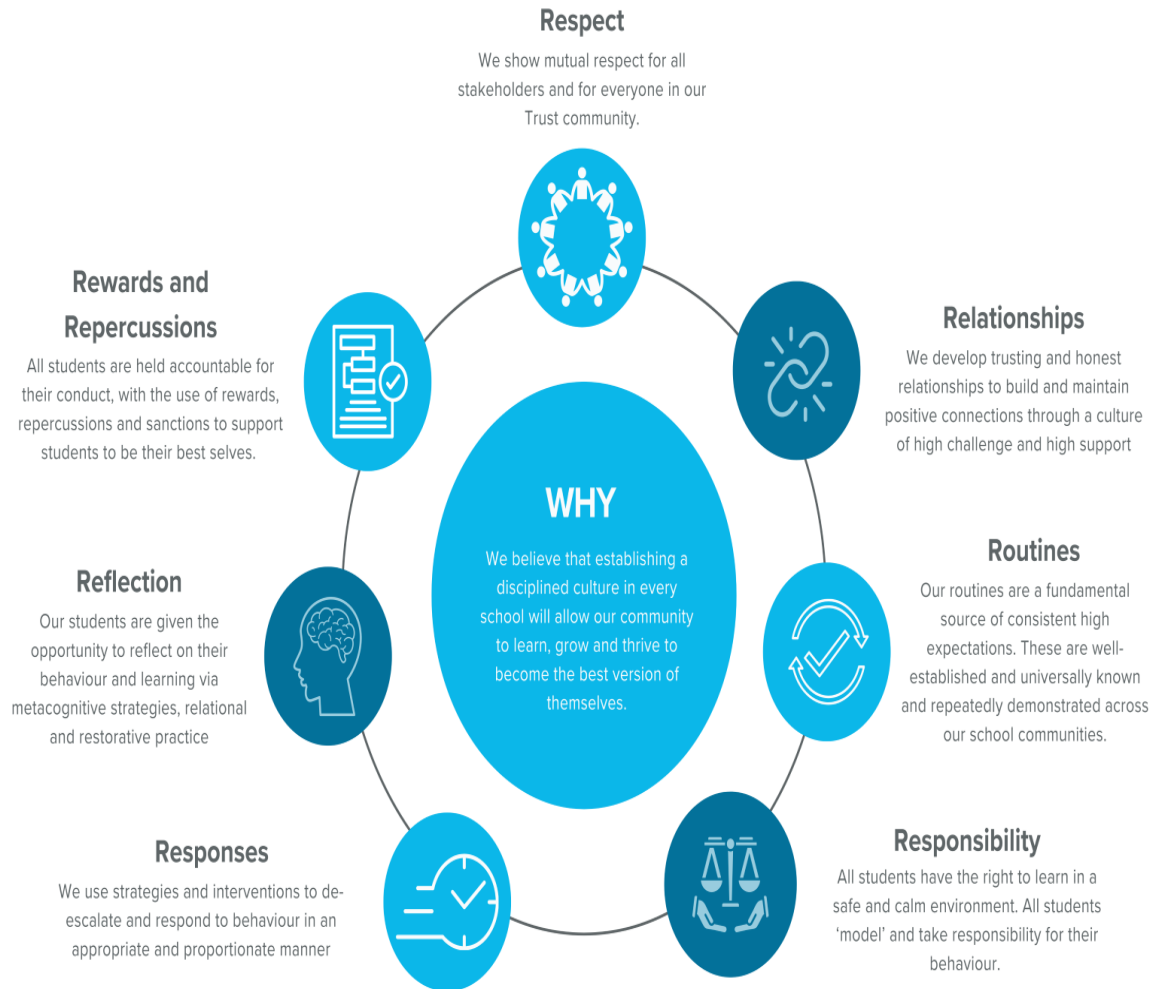


TSAT'S 7 PRINCIPLES OF BEHAVIOUR AND CULTURE



Policy review date: 19/3/26
Policy reviewers: Keira Hayden
Next Review date: 03/09/26

Behaviour Policy Sept '25

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Aims of the policy

To create a whole school culture of:

- positivity
- respect

This leads to an environment that is conducive to purposeful learning for all pupils, and is brought about by a consistent approach, from all stakeholders, who hold the highest of expectations.

Pupil Code of Conduct

The school rules and school social norms define the high standard of behaviour that we expect in school. They are referred to frequently and should encourage the children to be positive in all they do. Pupils are expected to follow the school rules, which are as follows:

- **Be kind**
- **Be safe**
- **Do your best**

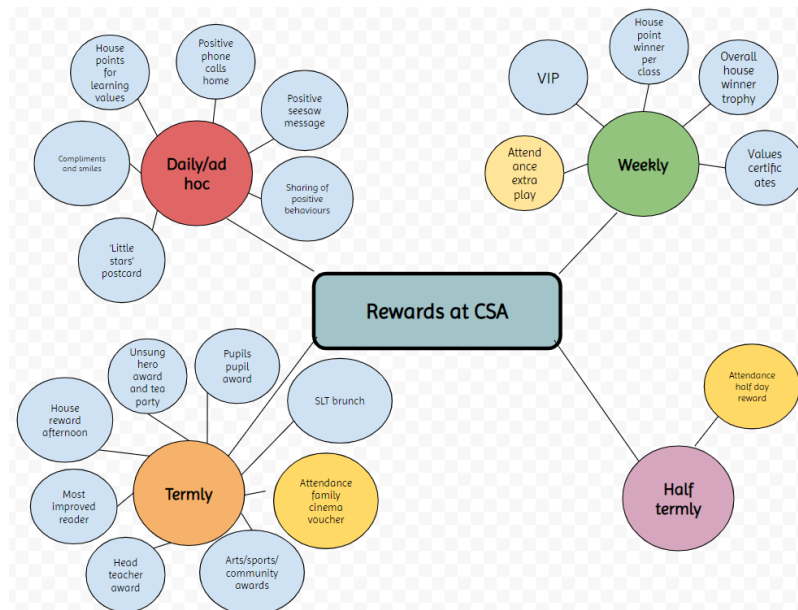
These rules are intrinsic to our vision for behaviour and sit alongside our school values of respect, independence, collaboration and creativity, which are displayed throughout the school.

[Curledge - behaviour Vid.mp4 \(sharepoint.com\)](#)

See Appendix 1 & 2

Recognition

We recognise that ALL pupils deserve praise, and reward, for their positive behaviour. We recognise that, at our core, we are striving to instil intrinsic motivation in our learners. Yet, some extrinsic factors are equally motivating for encouraging positive behaviour. As such, we offer a range of short, and long-term rewards.



Repercussions

Repercussions are not steps to be worked through. When appropriate, a consequence should be put in place which is proportionate to the severity of behaviour and shows understanding of the context for the child (age and developmental level). This will be put in place at an appropriate time following discussions between all relevant stakeholders.

Consequences will be reported to parents in an appropriate and timely way.

See appendix 3

Inclusion

For pupils with an identified Special Educational Need (with an 'Educational Health & Care Plan' or at 'SEN Support'), where the primary need is Social Emotional and Mental Health (SEMH), or where the pupil's special need impacts on their behaviours, we will seek to address the underlying causes first. This may include setting out strategies and support in an Individual Behaviour Support Plan (IBSP).

Where a pupil has had, or is at, high risk of exclusion or suspension, an Individual Behaviour Support Plan (IBSP) will be created or amended. This must be implemented by all adults working with the pupil, to ensure a consistent approach is followed when attempting to achieve a positive behavioural response. Where appropriate, the school will seek support from external agencies e.g., Mayfield Outreach Service, the Educational Psychology team, or working in conjunction with parents. The family support team may also seek support for a pupil, and/or family, by referring to Early Help, with parental consent.

Appendix 1

Positive Handling and Seclusion

Definition of Reasonable Force

Reasonable force refers to the use of the minimum level of physical intervention needed to prevent harm. It is always proportionate to the situation, used for the shortest possible time, and only when no other safe option is available. Staff should consider the age, needs and understanding of the child when deciding whether force is reasonable. The school promotes a positive culture where early intervention, de-escalation techniques and the use of calming strategies are used wherever possible prior to using reasonable force.

When Force May Be Used

Staff may use reasonable force to prevent a pupil from:

- Causing harm to themselves or others
- Causing significant damage to property
- Seriously disrupting learning or the safe running of the school
- Leaving a supervised area when doing so would place them at risk of harm

Any use of force must be a last resort, used only when de-escalation strategies have not been successful or are not possible.

When Force Must Not Be Used

Force must never be used:

- As a punishment
- To cause pain, humiliation or discomfort
- When the risk of using force outweighs the risk of not intervening
- In a way that restricts breathing, involves dangerous holds, or uses any method that could cause injury
- When a pupil is compliant and not posing a risk

Staff must always prioritise the dignity, safety and wellbeing of the child.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories.

Definition of Seclusion

Seclusion is when a pupil is placed alone in a room or area and is prevented from leaving. It is a restrictive intervention and must only be used in exceptional circumstances. Seclusion is not the same as a child choosing to work quietly in a separate space or being supervised in another room as part of planned support.

When Seclusion May Be Used

Seclusion may only be used when:

- A pupil's behaviour presents an immediate and serious risk of harm to themselves or others
- No other safe and effective de-escalation strategy is possible
- It is necessary to regain immediate safety
- The pupil is continuously monitored, and the intervention lasts only for the shortest possible time

Any decision to use seclusion must be proportionate, risk-based and authorised by a trained member of staff.

Recording and reporting

All incidents of reasonable force and seclusion are recorded as soon as possible after the incident and reported to the headteacher. Parents are informed in writing.

Roles and Responsibilities

Board of Trustees

The board of trustees is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher and wider school to account for its implementation.

Headteacher

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

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

Staff

Staff are responsible for:

- Managing behaviour effectively to ensure a good and safe learning environment in line with standard 7 of the Teaching Standards
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS
- Supporting each other when dealing with challenging behaviour
- Providing positive challenge to all in ensuring consistency of expectations
- Being calm, consistent and fair
- Being relentlessly positive
- Meeting and greeting every child
- Recognising over and above

Senior leaders, pastoral staff and Team Teach trained staff will work alongside staff to support the management of challenging behaviour.

Parents

Parents are expected to:

- Demonstrate positivity and respect
- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school to implement the behaviour policy including where sanctions or individual

- behaviour support plans are in place
- To read the behaviour policy in its entirety

Children

Children are responsible for:

- Following our school rules and social norms
- Exhibiting our school values in, and out, of the classroom
- Helping to create a positive, inclusive and safe learning environment
- Understanding the rewards and repercussions of their behaviour

Appendix 2

Unacceptable Behaviour (low-level)

All behaviour is a form of communication. We understand that it is hard to define 'unacceptable behaviour' without fully knowing the context behind each individual situation. Therefore, where pupils are exhibiting behaviour that does not follow the school rules, we will endeavour to support them using a nurturing / attachment aware approach.

Strategies to support this include:

Low-level, initial, intervention:

- a non-verbal cue to encourage them back on task eg Makaton sign, pointing to work
- recognition of a child demonstrating the correct behaviour eg thank you for using your walking feet [child's name]
- a discrete reminder of the expectation or setting a target

Short conversation (to be had using a calm and respectful tone, at the child's level, as the second low-level intervention):

- Reminder of expectations / responsibilities - e.g. at Curledge Street Academy we listen when other people are talking
- Outlining behaviour (specific to behaviour, not the child) - e.g. I can see that you are talking and your classmates cannot hear the instructions. Remember to use your listening ears, or you'll miss them too.
- 30 second intervention (link to previous positive behaviour)- e.g. I notice that you are still not listening. You have a responsibility to listen and not distract others. Remember yesterday when you listened well? I'd like to see that now. Thank you.
- Take some space - e.g. Take some space for 5 mins and see if you can reset.
- Warm welcome back - e.g. Great to have you back learning. We'll catch up at the end of the lesson.
- Follow up repair - restorative conversation after the lesson and natural consequence

Restorative Conversation Questions (used when a pupil is ready to engage):

- What happened?
- What were you thinking of at the time?
- What have you thought about since?

- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

Unacceptable behaviour (persistent, serious or escalated)

Escalated behaviour -

In the case of repeated or prolonged incidents, the following may be used:

- Trusted or key adult taking time 1-1 with the child to understand what has caused the behaviour and the steps needed to return to learning
- Change of face to another adult within the year group team
- Referral to senior leadership team with positive follow up planned for later in the day/week as appropriate
- The writing or review of the IBSP to check the effectiveness of strategies
- The class teacher should contact the parent/carer to discuss and ascertain if there are any likely causes for this.
- If there is an identified reason the child will be offered pastoral support. For no identified reason, the class teacher will discuss with a member of SLT, and the SENDCo and a behaviour support plan drawn up.

The pastoral lead teacher, pastoral HLTA, SENDCo, Assistant Headteachers, Headteacher and family support team will work together to support children and families appropriately that require more intensive support to meet the aims of the school. This may include formulating an Individual Behaviour Support Plan or involving outside agencies such as Chestnut Outreach Service.

Suspensions and exclusions -

On rare occasions, due to an extremely serious incident, a suspension from school may need to be put in place. When this occurs, the Headteacher will inform the parents and TSAT board as part of the behaviour monitoring process.

The Headteacher, TSAT board and the local authority work collaboratively when there are extreme cases of persistent anti-social behaviour or a single serious incident that could endanger the safety of other members of the school community, which may result in a permanent exclusion.

Exclusion is always the last resort. However, should behaviour from any child cause a threat to the welfare or safety of others, or cause persistent disruption to teaching and learning, or where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupils or others in the school, the child may be at risk of exclusion. In this instance, a meeting will be called. The Headteacher or an Assistant Headteacher, in consultation with the Class Teacher, will plan this provision and parents will be informed. The team will give due consideration to any safeguarding concerns and whether continuous disruptive behaviour might be the result of unmet educational, or other, needs. They may also consult with other agencies during the process to gain advice about, or support for, the individual or family. Serious and/or violent incidents can be distressing to witness. Staff and children involved in or affected by any behaviour incident will be supported through a debrief with a member of the Senior Leadership Team and offered further support if necessary.

Serious Incidents -

In the very rare event of an inappropriate item being brought into the academy, the Headteacher may authorise a search of the pupil and / or their possessions without consent if there is reasonable grounds for doing so. The conduct of search is a power available for the Headteacher, not a duty. In the event

of the item being a weapon or knife, it will always be handed to the police. For all other items it is at the discretion of the Headteacher to decide if and when to return the item.

Sexual abuse -

Any incidents involving sexual harassment, online sexual abuse and sexual violence will always be treated as a serious incident with appropriate sanctions.

Protected characteristics -

Pupils are expected to show respect for the different protected characteristics as defined by law and no forms of discrimination will be tolerated. Any incidents involving discrimination will always be treated as a serious incident with appropriate sanctions.

Appendix 3

Repercussions

Following a behaviour incident, it may be necessary for a natural consequence to be given, these should be reported to parents in an appropriate way (either in person, or via a phone call or Seesaw):

- time with an adult - a reflective conversation needs to take place during this time and a chance to put right what has gone wrong
- completing missed work at a different time (including at home)
- spending time with a member of SLT or the pastoral team to complete missed work and / or reflect and repair
- restorative community based work such as helping in the lunch hall, supporting a member of staff to organise resources or carrying out other helpful duties to support reflection on their behaviour.
- report to a senior member of staff e.g. daily for KS2 children with the focus on sharing positives, at the end of a lesson for KS1 for an agreed period of time

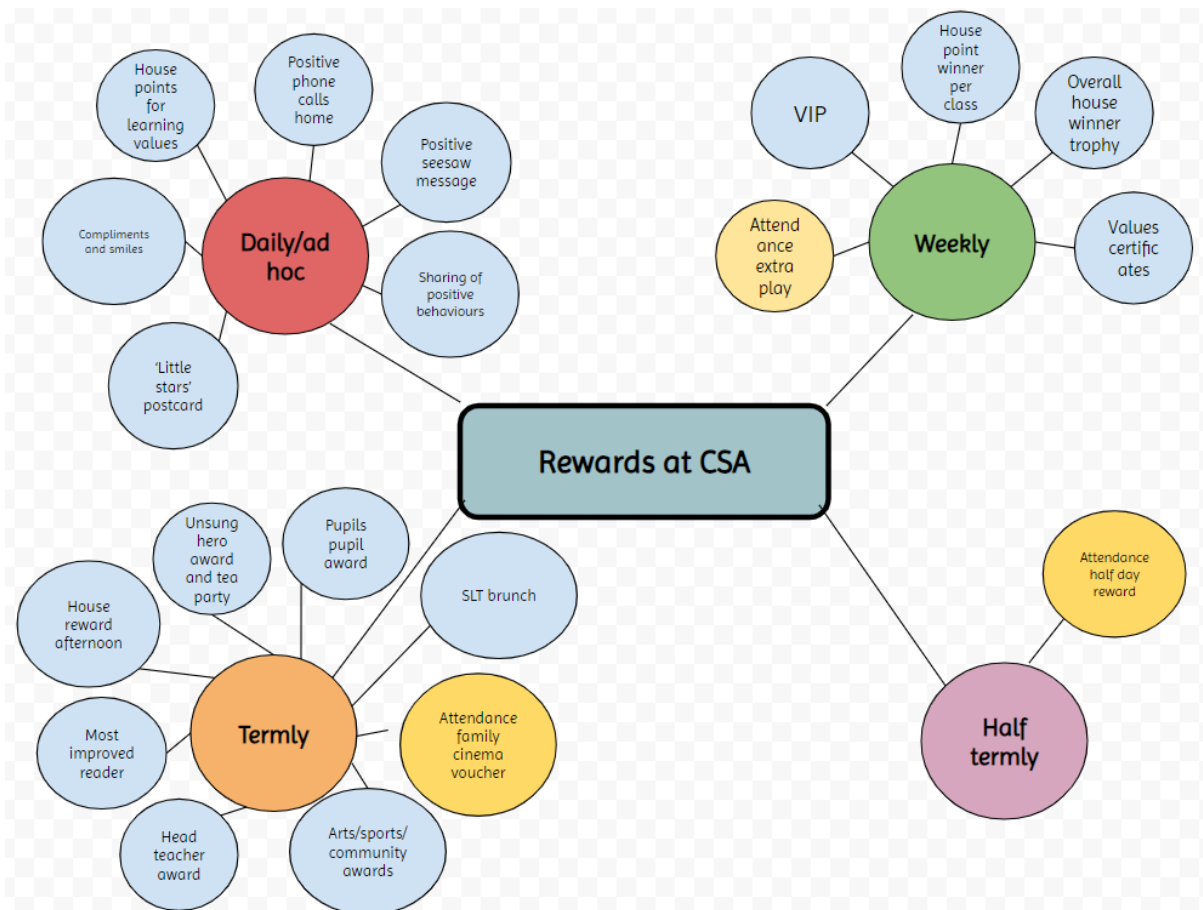
Sanctions may be imposed for unacceptable behaviour when the pupil is:

- taking part in any school-organised / school-related activity
- travelling to or from school
- wearing school uniform
- is identifiable as a pupil at the school

Children may also be subject to sanctions whether or not the above apply when:

- there may be repercussions for the orderly running of the school
- a threat is posed to another pupil or member of the public e.g. online bullying
- the reputation of the school could be adversely affected

Rewards



Appendix 4

Legislation and statutory requirements

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

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

It is also based on

- The [special educational needs and disability \(SEND\) code of practice](#).
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

It should be read in conjunction with the following school policies:

- [Anti-bullying Policy](#)
- [Use of Reasonable Force](#)
- [Child Protection and Safeguarding Policy](#)
- [Nurture Provision Policy](#)
- [Exclusion Policy](#)

This policy complies with our funding agreement and articles of association.