



# The Cedar School

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**Communication – Empowerment – Discovery – Aspiration – Resilience**

## Behaviour Policy

### Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils 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 an appropriate approach to behaviour management that meets the needs of all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

### Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

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*The Cedar School is committed to safeguarding and promoting the welfare of our children and young people. It expects all staff, volunteers and visitors to the school to share and embrace this commitment.*

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- Section 175 of the Education Act 2002
- Sections 88 to 94 of the Education and Inspections Act 2006
- DfE guidance explaining that maintained schools must publish their behaviour policy online

## Definitions

**Challenging behaviour** is defined as:

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

**Serious challenging behaviour** is defined as:

- Violence
- Any deliberate form of bullying
- Deliberate sexual violence, (intentional sexual touching without consent)
- Deliberate sexual harassment, meaning unwanted conduct of a sexual nature, (Sexual comments, Sexual jokes or taunting Physical behaviour like 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
- Racist, sexist, homophobic or discriminatory behaviour

## 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**

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: Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

All incidents of bullying will be taken seriously and a member of the school SLT will work with the children and families of children involved to develop a response based on the individual circumstances of all involved.

## **Roles and responsibilities**

### **The governing body and headteacher**

The governing body is responsible for:

- Approving this policy
- Reviewing this behaviour policy in conjunction with the headteacher and leadership team
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### **The behaviour lead**

The behaviour is responsible for:

- Reviewing this policy in conjunction with the governing body and the headteacher
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff appropriately with all groups of pupils
- 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 pupils 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 pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- Ensuring staff are supported by the senior leadership team (SLT) in responding to behaviour incidents.

### **Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy appropriately
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils

- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

### **Parents and carers**

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.

### **Responding to behaviour**

#### **Classroom management**

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Set and display their own classroom rules
- Develop a positive relationship with pupils
- Develop, monitor and follow behaviour plans for those pupils who need them
- Have clear rewards for all pupils to praise positive behaviours
- Discuss any challenging behaviours with the behaviour lead to establish appropriate responses

#### **Safeguarding**

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

We will consider whether a pupil's challenging behaviour 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

#### **Responding to good behaviour**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Rewards will be chosen as appropriate to each child's age, interest and ability.

Positive behaviour will be rewarded with:

- Verbal praise and positive touch
- Communicating praise to parents via a phone call or email
- Certificates

- Star of the week assembly
- Stickers and wristbands
- Positions of responsibility being entrusted with a particular decision or project
- Whole-class rewards

Individual 'Reward menus' will be used either verbally or in symbol form for children who are helped by this.

### **The Cedar School behaviour approach**

At The Cedar School, we believe that:

- Behaviour is a means of communication – we must ensure that all children are supported to communicate their needs safely and appropriately using appropriate communication systems.
- With the right support and intervention, children can learn to self-regulate and manage their own behaviour.
- Mistakes are part of the learning process and we recognise that all of our children are at different stages of the developmental process.
- All of our children have learning difficulties and other complex needs that affect how they learn to regulate and manage their behaviour.
- We need to understand why our children become dysregulated, and reflect on how/why it affects their behaviour.
- We work collectively with our children, their parents/caregivers and other professionals to develop strategies as part of a positive behaviour support plan.

Interventions and learning consist of:

- A variety of individualised and accessible modes of communication.
- Clear and realistic expectations.
- Rules and boundaries.
- Routines.
- The language of choice.
- Rewards and consequences.
- Reparation wherever possible and appropriate.
- Descriptive praise.

In order to support these difficulties, we will:

- Use communication devices and strategies to give instructions but to allow our pupils to have a voice, make choices and express their needs.
- Reflect on what may be the underlying issues that drive or trigger behaviour in children, and respond to behaviour that challenge in a non-judgmental and supportive way.
- Draw on a range of expertise within school and beyond: Lead professionals, Educational Psychologists and CAHMS.
- Organise the environment clearly, with visual cues and signposts (written information, symbols, objects of reference etc.).
- Speak clearly, slowly and calmly, and give pupils time to respond.

- Ensure children's sensory needs are supported through sensory approaches and movement breaks into daily class routine,
- Teach children to recognise when they are becoming unsettled (label emotions and feelings) so they are able to learn to ask for a break or an appropriate strategy to support them.
- Take social demands of working with other children into account.
- Monitor physical and emotional well-being of pupils and recognise signals of being distressed, unwell, in pain or upset.

### **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of challenging behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of challenging behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of challenging behaviour will be made on a case-by-case basis.

When dealing with challenging behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

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

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

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

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

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

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

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

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

### **Responding to challenging behaviour**

When a pupil's behaviour is challenging, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of challenging behaviour.

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

Children will be responded to as appropriate for their needs and the needs of others.

Staff will use the principles of 'the best interest of the child' in all behaviour management situations.

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

The following are examples of the school response to unacceptable behaviour:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour agreement
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

### **Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Absconding

Incidents of reasonable force must:

- Be in the best interests of the child
- Be carried out by Securicare trained members of staff
- 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 immediately referred to SLT
- Be recorded on MY Concern and reported to parents

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

### **Off-site challenging behaviour**

The school will respond when children have challenging behaviour off site when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school

In these circumstances responses may include:

- Offering advice to other agencies or parents
- Signposting sources of further support

Children who are known to have challenging behaviour must have off site activities considered on their personal handling plan and their individual management needs made clear in school risk assessments.

### **Online challenging behaviour**

If the school is made aware of online challenging behaviour they will work with the child and their family to ensure they understand what behaviours are appropriate. The school will offer suggestions for online controls and appropriate online access.

Children will be taught appropriate online behaviour through our PHSE and computing curriculums.

### **Suspected criminal behaviour**

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

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

If a decision is made to report the matter to the police, the headteacher or member of the SLT 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.

### **Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.



## Training

Staff are provided with regular training on managing behaviour, including training on:

- Responding to challenging behaviour
- The proper use of restraint
- Communication strategies
- Trauma informed responses
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Continuous mentoring and team work with SLT to form responses to behaviour every day

## Monitoring arrangements

The school will collect data on the following:

- Serious behavioural incidents including those that require physical interventions
- Attendance, permanent exclusion and suspension

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

<b>Approved by:</b>	Full Governing Body	<b>Date:</b> 31 <sup>st</sup> January 2023
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<b>Last reviewed on:</b>	31 <sup>st</sup> January 2023
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<b>Next review due by:</b>	31 <sup>st</sup> August 2024
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