BEHAVIOUR POLICY

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Policy Statement
Belgrave School promotes good behaviour and expects all learners to act in an exemplary manner in terms of their conduct and interactions, with due regard for authority. Learners must give consideration, always, to our school values and how their conduct and behaviour impacts on themselves (integrity) and others (empathy). Belgrave School learners are ambassadors for the school both at school and when representing the school on educational visits, PE activities (offsite) and whilst travelling to and from school (challenge).

Scope and Purpose of the Policy
Belgrave School's positive behaviour policy is a combination of an understanding that behaviour is related to communication and that negative behaviour may be the result of unmet need.

Our intention is that all staff will be capable of building relationships with learners, and each other that helps everyone work together in a positive and productive way to support the emotional needs of our learners and nurture positive behaviour. The promotion of positive behaviour is the cornerstone of the work of the Belgrave Team. It is the responsibility of all staff to work together as a team and to promote an atmosphere of respect and consideration. We believe that every learner has the right to learn in a nurturing and supportive environment.

This policy applies to all members of Belgrave School, including all staff, learners, and visitors, including when on and off-site, activities and trips, lunch times, and travel. The same standards of behaviour are expected online as in real life.

This policy is also designed to provide guidance on physical contact (including safe to touch) with learners to enable all staff to provide consistent support to learners who exhibit challenging behaviour. By following this advice, the aim is to minimise risk to the health and safety of all who use the school.

Aims
- To create a safe and secure environment for learners and staff.
- To promote self-esteem.
- To promote and reinforce positive behaviour.
- To promote effective teaching, learning, and achievement.
- To ensure that every member of the school community feels valued and respected.
- To ensure that learners achieve the best they can and become valued members of their communities.
- To ensure high standards of safeguarding and child protection.
- To act in accordance with the Equality Act 2010 and Use of Reasonable Force 2013, Behaviour in schools' advice for headteachers and school staff (2022), Searching, Screening and Confiscation advice for schools (2022), and Schools' Suspensions and Exclusions (2023).

We will achieve these aims by:
- Establishing a set of expectations which staff and learners know and understand.
- Establishing relationships that meet learners' emotional needs.
- Using reward and consequence systems consistently.
- Sharing the positive behaviour policy with all staff, parent, and learners.
- Ensure that Senior Leaders are visible and accessible around the school.
- Checking the building is clean and well-maintained to create a positive learning environment.
- Ensuring all learners have learner passports.
- Involving learners in creating class and school routines by giving them a voice so that they are a key part in their own development.

- Giving feedback to parents about their child's actions - letting them know about the good days and being transparent about all negative behaviours, to build positive relationships with all key stakeholders in learners' lives.
- Establishing a system of reparation, restoration, and consequences for inappropriate behaviour (see Appendix 1).
- Raising emotional literacy levels and communication to impact positively on self-regulation and empathy.
- Celebrating positive relationships and behaviour to enhance self-esteem and inspire growth.
- Staff practising good listening with a particular focus on empathy and acceptance of the feeling and not the behaviour.
- Understanding behaviour is a form of communication and adults respond to inappropriate behaviour by asking not "What did you do?" but "What has happened to you and how can we help?" (see also Appendix 2)
- Knowing restorative conversations may take a variety of forms depending on individual needs and abilities.
- Ensuring PSHE and RSE is informed by current research and taught through the Jigsaw scheme and Brooks materials for RSE and teaches learners about mental health, emotions, relationships and how to live life well.

Wherever possible the school will adopt a restorative approach when challenging or applying consequences because of negative actions.

Restorative practice is a set of principles and practice that encourages learners to take responsibility for their actions by thinking through the causes and the impact their responses might have on the people around them. Restorative practice involves helping the learner think through their actions, its consequences and what they can do to make it better. Restorative practices centre around a set of key questions that help learners think about their actions and understand how they can correct it. The school can work through key questions to aid the restorative approach:
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

Promoting the School Values
Belgrave School promotes good behaviour and expects all learners to act in an exemplary manner in terms of their conduct and interactions, with due regard for authority. Learners must give consideration, always, to our school values: Integrity, Challenge and Empathy. To promote the school values, Belgrave School has introduced the Belgrave ICE Challenge (from September 2025). Learners can receive a certificate for showing one of the values in any lesson, interaction, or activity. A hard/online copy is sent home to parents. Once learners have received a certificate for each of the three values, this achievement is recognised with their choice of an ice-cream or hot chocolate (or equivalent). This promotion is run every half term, allowing learners multiple opportunities to be recognised throughout the school year. It is made clear to learners and staff that achieving certificates will never be a 'bribe' to facilitate positive behaviour and is not dependent on academic achievement (although certificates can be awarded for academic challenge).

Roles and Responsibilities
Every adult that works within Belgrave School is required to conduct themselves in keeping with this policy. It is the responsibility of all adults in the school to model the behaviours described and ensure that they are supporting the promotion of positive behaviour.

Promoting Positive Behaviour
Expectations rather than rules:
   1. Use appropriate language
   2. Respect Personal Space
   3. Listen, take turns and follow instructions
   4. Take ownership of your choices

Investigating Allegations of Sexual Harassment or Sexual Violence
There is a zero-tolerance approach to sexual violence and sexual harassment at Belgrave School; it is never accepted, and it will not be tolerated. Belgrave School plays a crucial role in preventative education, creating a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia, and sexual violence/harassment.

Learners are encouraged to report anything that makes them feel uncomfortable, no matter how 'small' they feel it may be. Upon receiving a report, staff are trained to provide appropriate reassurance to learners, assuring them that they have done the right thing in coming forward, and ensuring that they do not feel that their report is an inconvenience to the school. The school's response will be proportionate; considered; supportive; and decided on a case-by-case basis. Sanctions for sexual harassment and violence may include internal exclusion; external suspension; and/or expulsion.

The school has procedures in place to respond to any allegations or concerns relating to a child's safety or wellbeing. These include clear processes for: responding to a report; listening to all those who are involved; carrying out risk assessments and/or safety plans, to help determine: internal management of the incident; referral to Early Help; referral to Children's Social Care; reporting to the Police. Refer to Child Protection and Safeguarding Policy and Child-on-Child Abuse Policy.

Belgrave School's community of the staff, parent and learners adhere to expectations in relation to learner's conduct, rather than to lists of rules. The expectations will be visible in all classrooms and shared spaces.

Encouraging and Managing Good Behaviour
Learners need a framework of acceptable standards and secure boundaries within which they find safety and security. Part of this framework is the rules, which need to be applied with sensitivity and understanding. Learners need to have their voices heard and their opinions respected. Learners and their parent will be informed about the school policies, including the complaints and whistleblowing policies and staff will take responsibility to ensure that they understand and are given opportunities to apply them if appropriate.

Throughout the school year, particular attention is paid to the environment and climate in which the learners learn. School staff are reminded to look at the 'setting conditions' that can have an external effect on behaviour and ensure that the following are in place:

- Positive organisational culture which encourages and supports all the above.
- A calming, low-stim, physical environment.
- Programme related activities that engage, interest, and stimulate learners.
- Treating each child as an individual.

- Positive adult child relationships to ensure that the needs of learners are met, and positive attachments are made.

Actions
Step 1: Verbal Reminder
Step 2: What do you need?
Step 3: 1-1 outside of the classroom (discovery/target setting)
Step 4: Senior Leadership Team Response
Step 5: Contact home
Step 6: Parent visit

Formal consequences are implemented following due consideration of any incident and the learner's age and needs:

Learners do not always behave in a positive manner. We use consequences to help to reflect upon behaviour and learn strategies to avoid such difficulties in the future. We use suspensions and permanent exclusions where necessary. If it becomes apparent that the school is unable to meet the needs of a learner, we will work collaboratively with the placing Local Authority to seek a more appropriate school placement.

The diagram in Appendix 3 acts as a guideline for staff when dealing with incidents. It is not prescriptive, as each incident needs to be considered in context. It is a tier approach so that consequences match the seriousness of the incident. The language around the grid is explained to learners. We would expect that behaviours would not usually go beyond 'positive behaviours' or Level 1 interventions.

Restorative Reintegration Conferences
If a learner receives a fixed term suspension, a restorative reintegration conference will be held with a member of staff, the learner, and their parents.

The conference aims to explore the incident and answer the restorative questions as appropriate to the learner's communication skills and adjustments are made to the learner's emotional support plan as needed.

Prohibited Measures of Behaviour Management
The regulations made under the Learners Act 1989 set out prohibited sanctions as follows:

- Corporal punishment.
- Deprivation of food and drink.
- Restriction or refusal of visits/communication with the family, social worker, or any other involved person.
- Requiring a child to wear distinctive or inappropriate clothing.
- Imposition of fines.
- The misuse of or withholding of medication or medical treatment.
- Intentional deprivation of sleep.
- Restriction of a child's liberty.
- Intimate body searches.

It is the responsibility of all staff to report any concerns they have regarding inappropriate or concerning use of behaviour management using the school whistleblowing or complaints policy.

Bullying

Belgrave School understand that bullying can make a significant impact in the development of a learner and can also impact further on them in later life. Bullying goes against our own core values of promoting positive relationships through integrity, challenge and empathy. When supporting others and we will always look to challenge bullying in whatever form it might take.

Searching of Learners and Confiscation of Inappropriate Items

Principals and the staff they authorise have a statutory power to search a learner or their possessions where they have reasonable grounds to suspect that the learner may have a prohibited item, including:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence, or to cause personal injury to, or damage to property of; any person (including the learner).
- Tobacco and cigarette papers.
- Smoking equipment including vaping.
- Fireworks.
- Pornographic images.
- Electronic devices, including mobile phones.

Only the Principal has the authority to search learners and may delegate it if necessary. An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- Poses a risk to staff or learners.
- Is prohibited, or identified in the paragraph above i.e., the school rules for which a search can be made or Is evidence in relation to an offence.

Staff must be the same sex as the learner being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the learner being searched.

Staff can only carry out a search of a learner of the opposite sex to and/or without a witness present, where they reasonably believe that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

School staff may search a learner with their consent for any item. If a member of staff suspects that a learner has a banned item in their possession, they can instruct the learner to turn out their pockets or bag. If the learner refuses, sanctions will be applied in accordance with this policy.

In relation to prohibited items, the Principal, Senior Leadership Team and staff authorised by the Principal, may search a learner or a learner's possessions, without their consent, where they have reasonable grounds for suspecting that a learner has a prohibited item in their possession.

Such action will be taken in accordance with the DfE guidance Searching, screening and confiscation (July 2022).

Higher Level Sanctions: Internal Exclusion, External Suspension, Removal and Expulsion In rare instances of persistent unsatisfactory behaviour or serious one-off incidents, it is necessary to use one of the higher-level sanctions listed below.

Before such a sanction is imposed, there will be an investigation of the matter within school. The parents will be informed of the basis for the school's concerns and will be invited to discuss the matter with the Principal, as appropriate.

The higher-level sanctions that may be imposed are the following:

- Internal Exclusion: that the learner be excluded as a disciplinary sanction or pending the outcome of an investigation (usually for no more than two school days); this will not be recorded in the personal file.
- External Suspension: that the learner be suspended from school for a short period (usually no more than ten school days), the school reserves the right to record this in the learners personal file and to pass it on to any new setting, as necessary.

If it is believed that a learner has a prohibited item, it may be appropriate for a member of staff to carry out: a search of outer clothing and / or a search of school property (learners desks) and / or a search of personal property (e.g. bag or pencil case).

Searches will be conducted in a manner as to minimise embarrassment or upset. Any search of a learner or their possessions will be carried out in the presence of the learner and another member of staff. Where a learner is searched, the searcher and the second member of Staff present will be the same gender as the learner.

Where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practicable to summon another member of staff, a member of Staff may carry out a search of a learner of the opposite sex and / or in the absence of a witness.

Where the Principal, member of SLT or other authorised member of staff, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy.

Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of Staff considers it to be harmful or detrimental to school behaviour and learner code of conduct.

Alcohol which has been confiscated will be destroyed.

Controlled drugs will be delivered to the police as soon as possible.

Other substances which are not believed to be illegal drugs, but which are harmful or detrimental to behaviour (for example "legal highs") may be confiscated and destroyed. Where it is not clear whether the substance seized is an illegal drug, it will be treated as though it is illegal and disposed of as above.

Mobile Phones
Due to safeguarding reasons, mobile phones are prohibited to be used on the school site. They must be handed in to the class teacher at the beginning of the day and collected at the end. There may be times when learners are found with mobile phones in their possession and/or using their mobile phone. If this occurs, they will be required to hand their phone in to school staff where it will be stored safely until the end of the school day. If a learner refuses to hand in their phone, then they are not complying with the school rules. This will result in parents being contacted and a suspension given for the rest of the day/the next day, as appropriate.

Supportive Use of Physical intervention
We strive to create a safe learning environment, promote positive behaviours, and minimise the risk of incidents that may require consequences.

The use of Team Teach techniques is our method for reducing the risks presented by challenging behaviours. Staff are trained in skills to support them, diffuse, and de-escalate potentially challenging situations and promote positive alternatives. Although every effort is made to reduce risk and de-escalate challenging situations, in exceptional circumstances, trained staff may need to use reasonable and proportionate Team Teach handling techniques.

To be judged lawful, reasonable force would need to be in proportion to the consequences it is intended to prevent. The degree of force should be the minimum needed to achieve the desired result. It is always unlawful to use force as a punishment. Physical intervention is a last resort to be used when all other de-escalation strategies have been tried and failed. Reasonable Force may be used in specific circumstances to prevent learner's committing an offence, injuring themselves or others, damaging property and disrupting good order in the classroom.

Positive Contact with Learners
There may be times when it is appropriate to have positive physical contact:
- Comfort.
- Curricular reasons (e.g., physical education).
- Gentle guidance.
- To give first aid.
- When a learner is being congratulated or praised.

If a member of staff is not sure of the above or is uncertain then no contact should take place unless there is an urgent need to avert immediate danger to the learner or another person or where staff may be deemed negligent if they fail to intervene.

Parental Involvement
Parent can play a significant role in making sure that the school principles of behaviour and policy are upheld cohesively. Parent are encouraged to support the school and work in partnership to get the very best outcomes for their child. Parent will be invited into the school termly to discuss learner progress with staff. Parent are provided with regular updates and termly reports as a summary of learner's behaviour and engagement within the school.

Reporting and Recording
Negative behaviours are recorded on our school management information system (CPOMs). All behaviours and the response are recorded on the system including bullying, racist or homophobic incidents. Physical interventions are also recorded on the system. If an injury has occurred these are also recorded separately in an accident log and recorded on a spreadsheet. Staff record behaviours on the day they occur, on CPOMs. Any serious incidents are discussed and debriefed with SLT on the day of the incident. If the incident involved physical intervention, this must be reported to the principal on the same day and as soon as safely possible. Behaviour data is reported monthly to relevant stakeholders.

CCTV
The school operates CCTV on the school site. CCTV is used for several purposes, including to monitor and uphold discipline among learners in line with this policy, and to protect the personal safety of learners, parent, staff, visitors, volunteers, and members of the public.

Images may be accessed by the Principal and members of the Senior Leadership Team for the following purposes related to learner behaviour:

- to enable members of the Senior Leadership Team to examine behaviour which may give rise to any reasonable safeguarding concern.
- to assist the school in establishing facts in cases of unacceptable learner behaviour, in which case, the parent will be informed as part of the school's management of the particular incident.

Suspension and Exclusion

Suspension means the temporary removal of the learner from the school, which is required by reason of the learners conduct, behaviour or progress.   Or because the learner is unwilling or unable to benefit sufficiently from the educational opportunities and/or the community life offered by the school. Or because the parent has treated the school or members of its staff unreasonably. The school reserves the right to record this in the learner's personal file and to pass the information to any subsequent institution, as necessary.

Exclusion means the internal removal of a learner from their usual working environment.

Expulsion

Means that the learner is required to leave the school permanently if it is proved, on the balance of probabilities, that the learner has committed a very grave breach of discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches. This will be recorded on the learner's personal file and passed on to any subsequent institution. Should it appear that a criminal investigation might be warranted, the learner's parent will be invited to school to be with their child whilst the matter is discussed and any decisions about police involvement are made. The Principal and the learner's mentor will be part of the discussions throughout, to support the learner.

If a learner is internally excluded or externally suspended, the school will ensure that appropriate work is made available to ensure the exclusion or suspension has no detrimental effect on the learners' education. Following the investigation and meeting with parent, the sanction to be imposed by the Principal will be decided. A decision to remove or expel a learner will only be made once the Principal has consulted with the Melrose Senior Management Team. A letter from the Principal will be sent to the parent clarifying the nature and the timing of the sanction. The school reserves the right to choose the days for any exclusion or suspension.

See: Behaviour in schools: sanctions and exclusions: Exclusions - GOV.UK
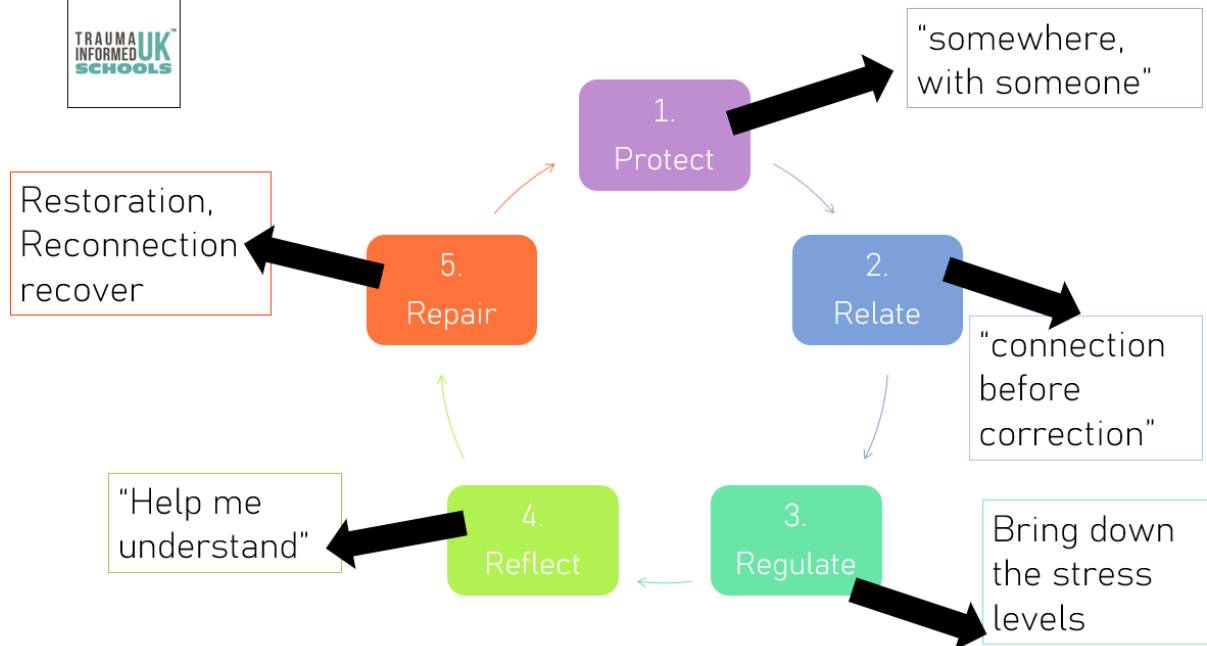
Links to Other Policies

This policy is to be read in conjunction with the following:
- Safeguarding and Child Protection Policy
- Whistleblowing Policy
- Complaints Policy
- Learner Risk Assessments
- Acceptable Use of Technology Policy
- EHCPs
- Learner Passports

Appendix 1

Positive Behaviour		
Being kind / caring to others	Positive engagement in lesson / activity	
Following instructions	Positive school day / school week	
Requesting help when need it	Positive school term / school year	
Completing classwork	Positive attendance record	
Achieving targets / learning objectives	Using agreed strategies in ESP	
Respect for self, others and equipment		
Postcard home	Reward/treats for class	
Class initiatives (e.g. raffle tickets, group prize)	End of Term Rewards	
Positive calls home	Certificates	
SLT email home/phone call/postcard	Prizes in Class	

Level One Behaviour	Level Two Behaviour	Level Three Behaviour
· General swearing / verbal aggression · Refusal to follow instructions · Lack of participation · Being unkind to others / name calling · Chewing gum · Deliberately trying annoy others · Late to school	· Repeated level one behaviour · Walking out of class without signalling need · Directed swearing/verbal abuse/ making threats · Minor damage to property/throwing of items · Being disrespectful to staff or other learners · Persistent non-compliance/not following instructions · Classroom disruption · Refusal to work · Causing an unsafe environment for others	· Repeated level two behaviour · Serious damage to property · Bullying - Discriminatory comments (*9 protected characteristics) · Intimidating and threatening behaviour · Physically hurting someone/assault · Possession of controlled substances or weapons · Disruption on transport · Incitement · Inappropriate use of social media · Absconding/ absent without authorisation · Endangering life of others
· Verbal warning · Use of an agreed strategy · Ask for a movement break · Take 5 minutes · Behaviours logged and monitored	A with Level 1, plus Restorative justice with key adults to support Implement support mechanisms Phone call home/ Parent/Carers to attend meeting Short term suspension Supervision meeting with Principal	· As with Level 2, plus · School placement at risk · Parent/carers charged for damage or replacements · Police advised if needed · Short term suspension(1-2 days) · Long term suspension (over 48 hours - 3-5 days) · End of placement - permanent exclusion

Appendix 2

TRAUMA INFORMED UK SCHOOLS

1. Protect

"somewhere, with someone"

2. Relate

"connection before correction"

3. Regulate

Bring down the stress levels

4. Reflect

"Help me understand"

5. Repair

Restoration, Reconnection recover

Appendix 3

Proactive				Reactive
1 Know and understand your pupils and their influences	**2** Teach learning behaviours alongside managing misbehaviour	**3** Use classroom management strategies to support good classroom behaviour	**4** Use simple approaches as part of your regular routine	**5** Use targeted approaches to meet the needs of individuals in your school
• Pupil behaviour has multiple influences, some of which teachers can manage directly • Understanding a pupil's context will inform effective responses to misbehaviour • Every pupil should have a supportive relationship with a member of school staff	• Teaching learning behaviours will reduce the need to manage misbehaviour • Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning • Teachers should encourage pupils to be self-reflective of their own behaviours	• Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression • Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time • Reward systems can be effective when part of a broader classroom management strategy	• Some strategies that don't require complex pedagogical changes have been shown to be promising • Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour • School leaders should ensure the school behaviour policy is clear and consistently applied	• Universal behaviour systems are unlikely to meet the needs of all your students • For pupils with more challenging behaviour, the approach should be adapted to individual needs • Teachers should be trained in specific strategies if supporting pupils with high behaviour needs

Implementation

6 Consistency is key	• Consistency and coherence at a whole-school level are paramount • Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches • However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level