



## **St Bernadette's Catholic Primary School** **Behaviour Policy**



### **MISSION STATEMENT:**

At St. Bernadette's Catholic School, you will find us caring, hardworking and co-operative. We follow the ways of Jesus using our talents and gifts to make our school special. We show respect to all and welcome you.

### **Rationale**

We expect good behaviour from every pupil in our school. We recognise that our role goes beyond the prevention of poor behaviour and maintaining order. We have a responsibility to promote personal development in the individual and create a harmonious environment to learn and work in; we believe it is the duty of every member of staff in school to contribute to achieving this.

Our Catholic ethos promotes positive relationships based on respect; pupils are helped to make moral choices about their behaviour and their contribution to the school community.

Each adult must ensure that they are positive role models to the young people that they interact with in the course of their work. When we reprimand, we criticise the act and not the person. Our approach to discipline is preventative and corrective but essentially supportive.

The climate in our classroom is one of mutual respect, developing learning behaviours and encouraging pupils to take responsibility for their own responses to our clearly stated actions. We advocate the encouragement of pupils to exhibit good conduct rather than to rely upon sanctions but in certain circumstances sanctions are considered necessary.

### **Aims**

The aims of this behaviour policy are:

- To promote consideration and respect for others.
- To value achievement and show appreciation of excellent behaviour.
- To give pupils, staff and parents a shared sense of direction and common purpose.
- To promote self-discipline and self-regulation and to raise self-esteem.
- To create a positive culture that promotes excellent behaviour, ensuring that all pupils learn in a calm, safe and supportive environment.
- To provide a consistent approach to behaviour management based around our values as a catholic school.

### **Legislation, statutory requirements and guidance**

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

- > [Behaviour in schools: advice for headteachers and school staff 2024](#)
- > [Searching, screening and confiscation: advice for schools 2022](#)

- > [The Equality Act 2010](#)
- > [Keeping Children Safe in Education 2023](#)
- > [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- > [Use of reasonable force in schools](#)
- > [Supporting pupils with medical conditions at school](#)
- > [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- > Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- > Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- > [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## **Our Behaviour Expectations and Values**

Our behaviour expectations are based on Christian values. We expect children to be polite, co-operative and considerate of others. Staff are committed to creating a school environment where these qualities are seen to be important and are positively encouraged and reflected in their own conduct. Classroom behaviour is based on simple expectations and values that the children can understand and have confidence in and which relate to all aspects of school life.

We follow the 8 positive behaviour statements that are displayed around the school, playground and prominently in classrooms.

- We will always remember that we are all part of the St Bernadette's family.
- We will always show respect and celebrate the effort of others.
- We always solve our differences with love and kindness.
- We will always respect our school environment, making sure it is clean and tidy.
- We will always speak kindly and play considerately with others.
- We are always quiet and calm when moving around our school.
- We always show good manners to everyone we meet in school.
- We will always try our best in our work and never give up even when it is difficult.

## **Encouraging good behaviour at St Bernadette's School**

Rather than continually directing children, staff should make a point of increasing the frequency at which they acknowledge appropriate behaviour and express approval. This should be done by clearly referring to the rules displayed.

### **Rewards**

The behaviour system in our school encourages children to take responsibility for their own behaviour and therefore be rewarded for it. We are very careful to make a distinction between rewarding good work and good behaviour.

### **Whole School - Behaviour Stars & Badges**

In the Autumn term, children are asked to reflect on their behaviour in line with our expectations and values each Friday (for younger children teachers will make this decision). If they (or their teacher) feel they have managed to promote these in their daily behaviour, they are awarded with a star sticker which is displayed in their classroom. Their communication diaries are also stamped so they can share it with their parents. Children will be awarded with a behaviour certificate in a special assembly if they have received the desired amount of stickers (12 or more) at the end of Autumn term.

In the Spring term, children with sustained good behaviour will continue to be awarded with a sticker each week. If by the end of Spring term, they have continued to achieve the required number of stickers, they will then be presented with their year band badge at a special awards assembly, which parents are invited to attend. Those children who do not achieve certificates at the end of the Autumn term, can attempt to do so in Spring term and so on. Children who do not receive their badge in the Spring term can continue to collect behaviour stickers so that they can achieve it later in the Summer term.

The following badges are awarded by the end of Spring term of each year if children demonstrate the desired behaviour:

EYFS }  
Year 1 } Round Behaviour Badge  
Year 2 }  
Year 3 - Bronze Star  
Year 4 - Silver Star  
Year 5 - Gold Star  
Year 6 - Totally Trusted Shield

Children are able to progress on to the next badge in the following academic year even if the previous one has not been gained. Once the children have received a badge it is acknowledged that they are able to display expected behaviour.

The class teacher will speak to children who are not achieving the standard positively in an attempt to help them get back on track. Parents will be kept fully aware of the children's progress towards their behaviour badge through communication diaries.

## **Track-it Lights**

On a daily basis, we use the interactive Track- it Lights digital behaviour programme, which is displayed on the IWB in each class and can be used on portable tablets when outside of the classroom. When demonstrating positive behaviour which is linked to our expectations and values, children are rewarded with green track-it lights. Each day the screen is refreshed so that every child begins on zero but their points will accumulate throughout the week and term. Every day is a fresh start. Once certain thresholds of points have been achieved, children can trade them for stationery items at different points throughout the year. These have been selected by our pupils and include:

30 points	flexi pencil
40 points	novelty rubber
50 points	bouncy ball/dome popper
70 points	slap band bracelet/scratch book mark
80 points	pencil case
100 points	puzzle cube

## **Head teacher Certificate**

Fortnightly, class teachers are asked to nominate a child for the Head teacher's Star of the Week certificate. The child will be unaware that they have earned this award until a certificate arrives at their home, in the post. The certificate informs parents of the excellent effort that their child has been displaying in school. This is also published in the fortnightly school newsletter.

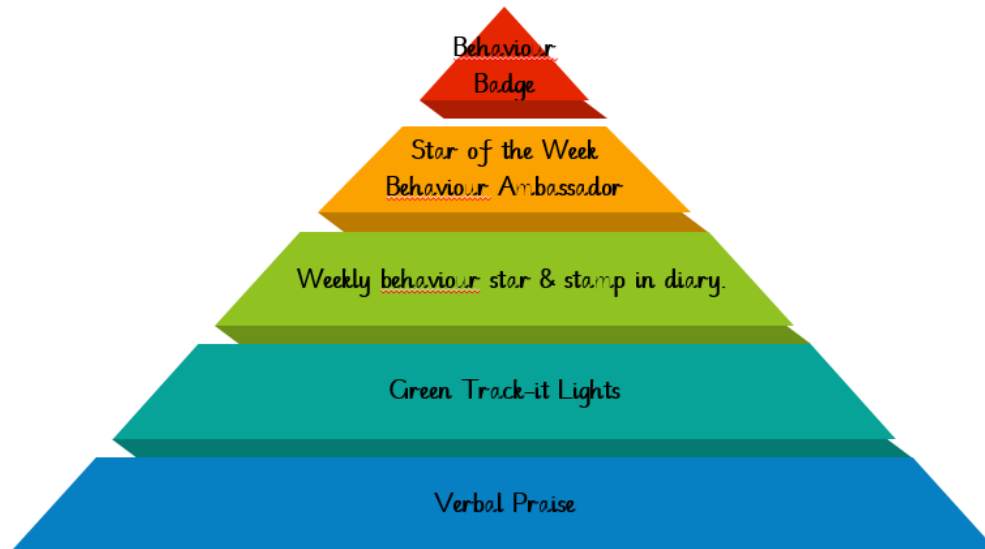
## **Curriculum**

The school has in place a variety of strategies that are vital in assisting teacher's behaviour management. The curriculum incorporates PSHCE, RSE and our mental health programme, My Happy Minds, which are paramount in the teaching of good behaviour.

Buddy assemblies, Year band and Key Stage assemblies are also regularly used to model and reinforce our behaviour expectations and values and to address any issues as they arise.

## Our Behaviour Pyramid

The following pyramid outlines the rewards scale and is displayed in all teaching areas and shared with children and parents.



## Sanctions

Schools that put too much faith in punishments to deter bad behaviour are likely to be disappointed. This however does not mean that sanctions are not necessary.

Sanctions used in school need to be simple and clear and they must not be humiliating or degrading. Neither should they put time constraints on teacher's time.

## Track-it Lights

As well as being a rewards programme, the Track-it lights programme allows teachers to record unacceptable behaviour on the IWB.

It is very important that the teacher gives priority to the education of the other children in the class and is not drawn into a conflict or argument with the child demonstrating the undesirable behaviour.

Staff will follow the agreed sanction process in order to try to minimise misbehaviour as listed below :

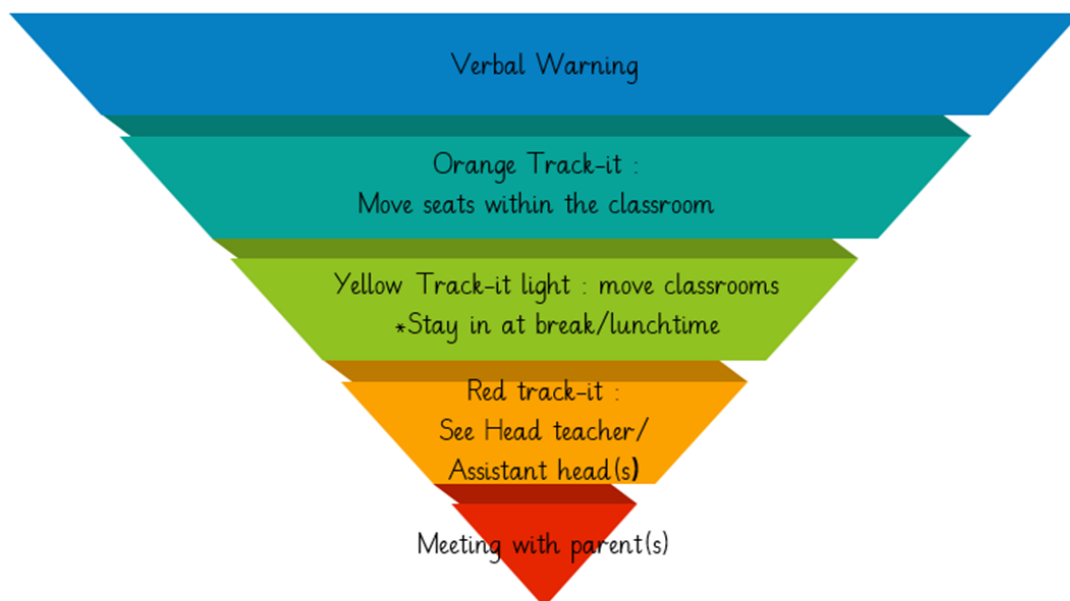
- A verbal warning will always be given in the first instance, reminding the children of the expected behaviour and directing them to our values as displayed on the classroom walls. Prior to a verbal warning, staff will 'check-in' with a child who is displaying negative behaviour to see if there are under-lying issues for this behaviour.

- If the misbehaviour persists, the child is to be moved/isolated within class, preferably at a table where there are no distractions - an orange Track-it light is sanctioned.
- If after the orange Track-it, the child continues to behave in an unacceptable way, they are asked to leave the room and visit a nominated teacher within the year band – a yellow Track-it is sanctioned.
- If a child has been issued with a yellow Track-it, the teacher may wish to ask the child to stay in for a break or go to the Behaviour room at lunchtime. If this happens, a note should be recorded in the child's communication diary to inform parents.  
**Children should not be sent to the Behaviour Room at lunchtime unless the teacher has taken the steps listed above first.**
- If a child's behaviour is deemed as extremely serious or dangerous, the teacher may choose to sanction the child immediately with a red track-it light. The Head teacher, Deputy Headteacher and/or Assistant Head teachers will be alerted via email of this and will speak to the child in question. Automatic detention will be sanctioned at this point and parents will be informed.
- If the teacher is struggling to de-escalate the child's behaviour and it is having a significant impact on their teaching and the learning of other children, they may need to use a red card – another pupil in the class may be sent to alert a member of SLT to come to assist with the situation.

It is important to make sure that the children are clear of these procedures and what is the next stage.

### Our Behaviour Pyramid

The following pyramid outlines the sanctions scale and is displayed in all teaching areas and shared with children and parents



### **Playground behaviour.**

Children who demonstrate undesirable behaviours in the playground are to be sent by Mrs Greer (Head Lunchtime Supervisor). It will be decided if the child needs 'time out' from their friends on the playground or to visit the Behaviour Room. If a child attends this room, then their name will be recorded in the Lunchtime Behaviour Book and a text sent home to their parents. If a child appears in the incident book regularly, then the Head teacher, Deputy Head teacher or Assistant Head teacher(s) is to be informed and the child's behaviour will be monitored closely by themselves and the class teacher.

### **Playtime and lunchtime procedures.**

Children will seek the permission of the dinner supervisors if they need the toilet or to re-enter the building.

Children that have been identified with difficulties with 'self-regulation' or 'social interaction' will be given the opportunity to 'take a break' at lunchtimes to calm down or distance themselves from problems.

### **Persistent Unacceptable Behaviour**

If a child persistently demonstrates unacceptable behaviour once all of these steps have been taken, a behaviour record book will be issued to the child. Teachers will record incidents (both positive and negative) in the book and parents are expected to sign this nightly to acknowledge receipt of the information.

If the behaviours still continue then the Head/Deputy/Assistant Head teacher(s) will discuss with class teacher and SENDCo the need for an Individual Behaviour Plan. Regular meetings between parents, the class teacher and Head/Deputy/Assistant head teacher(s) are encouraged as progress is constantly tracked.

### **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 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.

## **Bullying**

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	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
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

All incidents of bullying are taken extremely seriously and are recorded on MyConcern. Parents will be informed and a range of sanctions could be implemented. These will include lunchtime exclusion, after-school detention or in the most serious cases, a fixed term suspension or permanent exclusion.

## **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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

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

### **After School Detention**

For more serious incidents or persistent negative behaviour, the Head/Deputy/Assistant Head teacher(s) may sanction an after-school detention. In this instance, parents will be notified 24 hours in advance of the detention.

### **Exclusion**

The head teacher decides whether to exclude a pupil for a fixed term suspension or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole community. Please refer to Exclusions Policy for further guidance. Depending on the type of exclusion, in most cases parents have the right to make representations to the governing body (or discipline committee). In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. School is under a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Parents are expected to attend a reintegration interview following any suspension from primary school. Failure to attend may make it more likely that the court will impose a parenting order if the school or local authority apply for one.

### **Pupils' conduct outside the school gates – teachers' powers**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

A teacher may discipline a pupil using the sanctions outlined for:

- any misbehaviour when the child is:
  - taking part in any school-organised or school-related activity
  - travelling to or from school
  - wearing school uniform
  - in some other way identifiable as a pupil at the school.
  
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school
  - poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

### **Online misbehaviour**

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

It poses a threat or causes harm to another pupil

It could have repercussions for the orderly running of the school

It adversely affects the reputation of the school

The pupil is identifiable as a member of the school

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

### **Staff allegations of abuse against a child.**

Allegations of abuse must be taken seriously, but schools should ensure they deal with these quickly in a fair and consistent way that provides effective protection for the child and supports the person who is subject to the allegation. Please refer to the Safeguarding Policy for further guidance.

If a pupil makes a malicious accusation against a member of staff, then the Head teacher will record and investigate the matter and will refer to the sanction section of this policy or the Exclusion Policy.

### **Record Keeping**

- Positive and unacceptable behaviour is recorded through the Track-it lights system. Behaviour can be tracked throughout the year and SLT are alerted to incidents for which a red Track-it is sanctioned. An incident report is also completed.
  
- Incidents, both of a positive and negative nature can be recorded by the teacher in the pupil's communication diary. This may be done in conjunction with the teacher discussing the incident with parents or whomever collects the child at the end of the day.
  
- My Concern is also used to record incidents of more serious negative behaviour.

- Afternoon/cover teachers should report any positive or negative incidents to the class teacher.
- Each incident that a child is required to spend a whole or part of lunchtime in the Behaviour Room is recorded in the Lunchtime Behaviour Book and a text is sent home to inform parents.
- The Lunchtime Behaviour Book is monitored regularly by the Deputy/Assistant Head teacher(s). For children who persistently appear in the book, behaviour should be tracked by the Deputy/Assistant Head teacher(s) and class teacher and an alternative behaviour plan put in place if necessary.
- For those children who have an individual behaviour record, this should be completed by teachers throughout the day and will be shared with the Deputy/Assistant Head teacher(s) at the end of each school day. This should also be shared with parents each evening who should sign and discuss this with their child.

### **Role of Parents.**

Parents are recognised as playing a very important role in supporting positive behaviour in the school.

Parents are initially expected to sign the Home School agreement which places responsibility on them to ensure their child upholds a certain level of expected behaviour.

Parents are expected to regularly look at their child's communication diary and check for notes home from teachers in school. If they do receive communication in this fashion that school would expect them to sign it, in acknowledgement of receipt.

If a pupil is not well behaved in school, class teachers should in the first instance inform the parents of the incidents, either via their reading record or in person. If the behaviours continue then a behaviour record book will be issued to the child. Parents are expected to sign this nightly to acknowledge receipt of the information and discuss it with their child.

If the negative behaviour still continues, then the Head/Assistant Head teacher(s) and SENDCo will discuss with class teachers the need for an IBP. Regular meetings are encouraged as progress is constantly tracked. Parents are also involved if the child demonstrates no improvement in behaviour or if a serious incident takes place and the pupil is directed to Head/Deputy/Assistant head teacher(s).

Parents have a clear role in making sure their child is well behaved in school. If they do not, school or the LA may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

### **Searching, screening and confiscation**

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

## Confiscation

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

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

## Searching a pupil

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

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

Assess whether there is an urgent need for a search

Assess whether not doing the search would put other pupils or staff at risk

Consider whether the search would pose a safeguarding risk to the pupil

Explain to the pupil why they are being searched

Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”

Explain how and where the search will be carried out

Give the pupil the opportunity to ask questions

Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher/ designated safeguarding lead (or deputy) / pastoral lead, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes or boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

Desks

Lockers

Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

What happened

What was found, if anything

What has been confiscated, if anything

What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Malicious allegations**

Where a pupil 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 pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil 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 pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **Responding to misbehaviour from pupils with SEND**

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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 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 pupil concerned.

**Reasonable adjustments are put in place as suggested in the SEN information report.**

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified 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/carers to create the plan and review it on a regular basis.

### **Pupils with an education, health and care (EHC) plan**

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

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

[SENAR@birimingham.gov.uk](mailto:SENAR@birimingham.gov.uk)

#### **Please also refer to:**

- Suspension and Exclusion Policy
- Inclusion Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Care and Control Policy

Reviewed: October 2024

**This policy is created and reviewed in consultation with the head teacher, governors, school staff, parents and pupils and is available on the school's website.**