

Frank Barnes School for Deaf Children Behaviour Policy



Frank Barnes
School for Deaf Children

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1. Aims

At Frank Barnes, we have a shared understanding and agreement of the conditions for effective teaching and learning that enables each child to achieve their fullest potential.

We recognise that effective behaviour management is central to the teaching and learning process. We consider behaviour management to be the shared responsibility of all staff and we understand that it is dependent on a number of factors. The Behaviour Policy supports the Teaching and Learning Policy in conjunction with the Equality, Diversity and Inclusion Policy and School Accessibility Plan and outlines our agreed practice.

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 a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. 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](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 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](#)

It is also based on the [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 give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

At Frank Barnes, we pride ourselves in developing positive and constructive relationships with our children within an atmosphere of mutual respect and trust. We have high and consistent expectations of our children's achievements and behaviour. We recognise the need for an organised environment, an established weekly timetable, clear daily routines and appropriately differentiated activities.

Set within this context we recognise the importance of clear behavioural boundaries; in addition, a variety of strategies for the positive reinforcement of good behaviour and patterns of learning may be implemented according to the age and needs of the children.

Misbehaviour is defined as (but not limited to):

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Refusing to look at someone when they are signing/talking
- Non-compliance with instructions
- Swearing
- Spitting
- Continual screaming
- Destroying work (own or other children's)
- Running out of or around the classroom
- Threatening others
- Non-completion of classwork or homework
- Poor attitude
- Wearing incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - 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

➤ Smoking

➤ Racist, sexist, homophobic or discriminatory behaviour

➤ Possession of any prohibited items. These include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is the willful, conscious desire to hurt, threaten or frighten someone and forms a pattern of behaviour rather than an isolated incident. At Frank Barnes School, we do not tolerate bullying of any kind.

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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

School Procedures to Deal with Bullying

- Identify types of bullying behaviour;
- Make a clear written record of the incident reported and children involved and log on the school's MIS Arbor;
- Inform Team Leaders, Class teacher and SENCO of the concern and chart the behaviour over a fixed period of time. State when, where and how often behaviour occurs, through the use of behaviour trackers and behaviour incident forms;
- Talk directly to children involved and ensure they are aware that the incidents are regarded as serious;
- Inform the parents of both the victim and the perpetrator and agree sanctions for home;
- Agree and document positive strategies for the future behaviour;
- Meeting with Headteacher/Deputy Headteacher/SENCO/parents/class teachers and pupils involved to discuss the situation and the way forward;
- Monitor and document behaviour;
- Review targets and strategies.

5. Roles and responsibilities

5.1 The governing body

The Curriculum Committee of the governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the school's governing body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently 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

5.3 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 consistently
- 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

The Senior Management Team (SMT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following expectations for behaviour:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines (Golden Rules)
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The learning mentor that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support will be provided for pupils who are who require this.

6. School behaviour expectations

At Frank Barnes, we endeavour to create a culture that promotes excellent, positive behaviour. Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move calmly around the school
- Treat the school building and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

In light of the SEN policy, Equality, Diversity and Inclusion policy, and the School Accessibility plan, we view individual and collective responsibility as a key factor in the development of a positive and successful Behaviour Policy. By raising the level of responsibility children are given the opportunity to succeed independently and thereby increase their level of confidence and self-esteem.

We aim to achieve a high level of responsibility by:

- allowing the children to become more responsible for their own learning and behaviour;
- involving pupils in whole school planning and organisation;
- involving pupils in the development of positive school rules;
- discussing with the pupils what is meant by acceptable/unacceptable behaviour with specific reference to bullying;
- reflect on the individual's placement on the emotional, behavioural communication and learning continuum.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

We do not allow pupils to bring their mobile phones to school. If pupils do bring a phone to school, they will be asked to hand this to the teacher for safekeeping and return it to them at the end of the school day. We do not accept any liability for loss or damage of the phone including if this not handed to the teacher.

7. Responding to behaviour

7.1 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
- Display the classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines and boundaries
 - Communicating expectations of behaviour clearly and consistently
 - Highlighting and promoting good behaviour
 - Catching them being good
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 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, e.g. learning mentor, 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.

7.3 Recognising the impact of SEND on behaviour

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

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 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](#))

- Ensuring that the provisions set out in the pupil's EHC 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. When identify triggers of behaviour, we will consider the implementing following:

- Short, planned movement or sensory breaks for a pupil who finds it difficult to sit still for long
- Adjusting seating plans to minimise behavioural disruption
- Training for staff in understanding SEND, e.g. autistic spectrum disorder (ASD)
- Use of separation spaces (e.g. sensory room/time out areas) where pupils can regulate their emotions during a period of sensory overload

7.3 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.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise in BSL
- Using a class reward system, e.g. house point tokens, stickers, etc.
- Giving them extra privileges or responsibilities, e.g. House Captain, tasks, etc.
- Marking work positively
- Communicating praise to parents/carers
- Giving out certificates
- Whole class rewards

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

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

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

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. Staff are expected to focus on the behaviour rather than the child e.g. *'That was a silly thing to do!'* rather than *'You silly child'*. They will also try to empathise with the child and make time to chat with them to monitor their emotional wellbeing including the opportunity for them to talk to learning mentor.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Offering pupils an opportunity to make a positive choice. E.g. do you want to 1. Behave nicely and go out for play, or 2. Do you want to carry on with that behaviour and miss playtime?
- Missing playtime or activities/trips
- Separating pupil from peers, e.g. work in a different area in the classroom
- Sending the pupil out of the class for 'time out' to reflect on their behaviour
- Write a letter of apology for their poor behaviour and the impact of the behaviour
- Loss of privileges – e.g. classroom responsibility, House Captain.
- Referring the pupil to a senior member of staff
- Internal exclusion (see section 8)
- Letter or phone call home to parents
- Suspension (fixed term)
- Permanent exclusions, in the most serious of circumstances (see section 8)

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

7.5 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

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.

Please refer to our Physical Intervention and Restraint policy for more information.

7.6 Confiscation, searches, screening

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, if appropriate.

Searching and screening pupils

We do not routinely search or screen pupils. Should a situation arise where we are required to search a pupil, we will refer to Camden's Screening and Searching Pupils guidance for schools.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation 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 (e.g. on a school-organised trip).

7.8 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.

7.9 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 will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

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

7.11 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 and dealing with allegations of abuse against staff policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Removal from classrooms (internal exclusion)

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

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behaviour management strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment

- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a teaching assistant and will be removed for a period of time appropriate to the sanction determined by the class teacher.

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

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

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

- Sessions with learning mentors
- Use of teaching assistants
- Long or short-term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 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 the DFE's Exclusions Guidance for more information. [DFE Exclusion Guidance for maintained schools](#)

9. Responding to misbehaviour from pupils with SEND

9.2 Adapting sanctions for pupils with SEND

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?

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

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

9.3 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 to create an individualised behaviour plan and review it on a regular basis.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. Pupils may require support from a Learning Mentor, or a behaviour plan/individual reward system to reflect on and improve their behaviour.

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming and current pupils to meet behaviour by leading an assembly on school rules and expectations of positive behaviour.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) towards the end of the Summer Term. In addition, staff members hold transition/handover meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

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

- The proper use of restraint and safe/positive handling.
- The needs of the pupils at the school.
- How SEND and mental health needs impact behaviour.

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Headteacher/Deputy Headteacher.

The data may be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and Curriculum Committee and recommended to the full Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of Governors.

The written statement of behaviour principles will be reviewed and approved by the full Governing Body annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- SEND policy and information report
- Child protection and safeguarding policy
- Physical intervention and restraint policy
- Equality Diversity and Inclusion policy

15. Written statement of behaviour principles

Right to feel safe at all times: All pupils, staff, parents and visitors have the right to feel safe at all times whilst in school and should always have mutual respect for one another. All members of the school community must be aware that bullying, harassment or discrimination of any description is unacceptable and, even if it occurs outside of school hours or away from the school premises, will not be tolerated and will be dealt with according to the Behaviour Policy.

High Standards of Behaviour: The Governors believe that high standards of behaviour are essential for a successful school and for achieving the school's vision. The Governors also believe that meeting high standards of behaviour during the school day will have a positive effect on the life of pupils outside of school, encouraging them to become valuable members of the community.

Inclusivity and Equality: Frank Barnes School is an inclusive school where all members of the school community should be free from discrimination of any description. This is promoted in the day-to-day life of the school and is set out in the Equality Policy. The school Behaviour Policy must state that bullying and discriminating behaviour that goes against the Equality Policy will not be tolerated. The Behaviour Policy will include a clear, concise anti-bullying statement that can be understood by all members of the school community. Measures to counteract bullying and discrimination will be applied consistently and monitored for their effectiveness by the Headteacher.

Although the school's legal duties for compliance with section 149 of the Equality Act 2010 with regards to the elimination of discrimination, and which are described in the Equality Policy, and with section 175 of the Education Act 2002 with regards to safeguarding and promoting the welfare of children will be reinforced in the Behaviour Policy, reasonable adjustments to the application of the Behaviour Policy may be made by the Headteacher and the staff in order to safeguard vulnerable pupils, and particular those with special educational needs. The school will publish its behavior policy.

Home/School Agreement: To encourage Parents/Carers to support their children's education, the Governors expect the Headteacher to ensure that the Home/School Agreement is consistent with the Behaviour Policy.

In summary:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.

- Exclusions will only be used as a last resort.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full Governing Body annually.

16.DOCUMENT CONTROL

Policy Owner	Frank Barnes School for Deaf Children
Approving Body	Curriculum Committee
Date Approved	
Effective Date	January 2023
Review Date	Spring 2025