

Inspire Education Community Trust



Inspire Education Community Trust
Learning together and inspiring success

Behaviour Policy

Approved by the Trust	14/09/2026
Version No.	6
Review Date	14/09/2027
Signed by the Chair	

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Definitions
4. Staff induction, development and support
5. Managing behaviour
6. Prevention strategies, interventions, and sanctions for unacceptable behaviour
7. Sexual abuse and discrimination
8. Smoking and controlled substances
9. Prohibited items, searching pupils and confiscation
10. Effective classroom management
11. New] Effective pupil support
12. Behaviour outside of school premises
13. Data collection and behaviour evaluation
14. Monitoring and review

Appendices

1. Zones of Regulation
2. Emotion Coaching
3. School Rules
4. Consequences and Behaviour
5. Report Cards
6. Helping Hands

Statement of intent

Inspire Education Community School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and addressing dysregulated behaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate consequences will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring dysregulated behaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing

Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health

(SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Social, Emotional and Mental Health

Inspire Education Community Trust places a strong emphasis on the emotional health and well-being of all members of the school community. We adopt a whole-school approach to supporting Social, Emotional and Mental Health (SEMH), where meeting pupils' SEMH needs are seen as everyone's responsibility.

Relationships

To achieve this, Inspire Education Community Trust reviews behaviour in the context of important relationships. The development of positive and respectful relationships within the school community is prioritised (between staff, pupils and their parents and carers) in order to create a school climate that fosters connection, inclusion, respect and value for all members of the school community. The school promotes self-esteem, self-regulation, regard for authority, and positive relationships based on mutual respect.

Encouraging parental and carer engagement and involvement is vital in order to meet pupils' SEMH needs. Inspire Education Community Trust continues to build strong relationships with all families, built on trust and mutual respect. The school will work with parents to ensure that a collaborative approach is utilised which combines in-school support with at-home support.

The schools will ensure that pupils and parents are aware of the mental health support services available from The schools.

Regulating Emotions and Behaviour

Inspire Education Community Trust recognises that all behaviour is a form of communication, and it is important to look at the factors underpinning the behaviour. Pupils who are dysregulated are considered vulnerable and the feelings and emotions that drive certain behaviours are explored, rather than the behaviour itself only. Inspire Education Community Trust recognises that behaviours are not always chosen and instead focuses on teaching pupils' strategies to self-regulate their emotions and consequently, their behaviour. Staff are trained to spot the signs of need and know how to respond accordingly: taking a non-judgmental, curious and empathic attitude towards behaviour.

"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress."

Maintaining clear boundaries and expectations around behaviour

Inspire Education Community Trust aims to be a safe place for all members of the school community. To achieve this, the environment is nurturing and structured. Pupils need predictable routines, expectations and responses to behaviour in order to feel safe. Inspire Education Community Trust has strong systems across the schools, meaning that all pupils know what is expected at all times. All staff model regulated behaviours and give predictable responses to all behaviour. At all times, the schools provides a safe and caring school

environment. Staff use positive and consistent language across the schools when describing behaviour and emotions.

Inspire Education Community Trust recognises the importance of equity: being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity). Rewards and consequences that follow certain behaviours are made clear to all pupils. There are strong systems in place that are used consistently and fairly by staff to reward positive behaviour. Inspire Education Community Trust rewards pupil behaviour that reflects the values within the school rules: **Learn, Care, Respect and Be Safe**. (Appendix 3)

	<i>Our School Rules</i> 
Learn	Be ready and prepared for school so you do your best in all lessons.
Care	Take care of property belonging to yourself, others or the school and our class/school environment.
Respect	Be polite, honest, helpful and co-operative with all members of the school community.
Be Safe	Be in the right place at the right time; conduct yourself in a safe manner at all times.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching and Confiscation Policy
- Anti-bullying Policy
- Behaviour Action Plan

This policy also had due regard to the following guidance:

- Developing a Trauma Informed & Attachment Aware Behaviour Regulation Policy Guidance for Birmingham Schools March 2019

2. Roles and responsibilities

The Trust will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Executive Headteacher is responsible for:

- Reporting to the Trust on the implementation of this policy.
- Handling complaints regarding this policy, as outlined in the Complaints Procedures Policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.

The Head of School will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of dysregulated behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any consequences for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the School on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving dysregulated behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the Executive Headteacher, Head of School and the Mental Health Lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of dysregulated behaviour.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include:
 - SENCO
 - Head of School
 - Phase leader
- As authorised by the Head of School, putting in place consequences for pupils who display poor behaviour.
- Developing supportive, respectful, and school worthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purpose of this policy, the school defines “low-level dysregulated behaviour” as any behaviour which may disrupt the education of the pupil and/or other pupils.

“Low-level dysregulated behaviour” may be escalated to “serious dysregulated behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

[New] Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

[New] Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the Head of School will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Managing Behaviour and Consequences

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Pupils understand that some behaviours result in consequences in order to ensure a safe and positive learning environment for all. Consequences are applied appropriately to each individual situation. (Appendix 4).

Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Consequences

Pupils understand that some behaviours result in consequences in order to ensure a safe and positive learning environment for all. Consequences are explained to pupils following a conversation after they are regulated. The consequence of dysregulated behaviour in our School is dependent on each individual situation. Pupils spend time in the reflection zone in the playground or inside (depending on the situation).

The Trust values the importance of listening to and validating pupil accounts. A member of staff who knows the pupil well (usually a learning mentor) may complete a Signs of Safety and Wellbeing conversation with the pupil following any consequences as part of our Early Help offer in order to capture the pupil's voice. Where necessary, they will use the threshold documents Right Help, Right Time to decide what course of action may be necessary. Please refer to our Safeguarding Policy for details of our Early Help offer.

Parents are notified in a timely manner if the dysregulated behaviour causes a concern. The conversation will explain the behaviour that was observed, as well as any consequences. The conversation will also capture parent/carer voice and attempt to further identify the root causes of the emotional dysregulation and behaviour. Parents will be made aware of the support that is in place to help pupils co-regulate their emotions and behaviour. The incident, including any consequences and support will be logged onto CPOMS.

Stage 1-Behaviour concern (Appendix 4)

If a pupil displays continual dysregulated behaviour; for example:

- Repeatedly calling out
- Constant disturbance to others
- Name-calling
- Refusing to follow instructions
- Bad language

The child will miss part of their lunchtime or breaktime (2 minutes or 5 minutes depending on the severity of the incident in the Reflect and Relax Zone) to reflect on their behaviour. The Senior Learning Mentor will complete a Signs of Safety and Wellbeing conversation log (if required). They may use the threshold documents Right Help, Right Time to decide what course of action may be necessary e.g., Individual well-being intervention. Please refer to our safeguarding policy for details of our Early Help offer.

The class teacher will speak to the child's parents at the end of the day to inform them that their child is on Stage 1 of the process. The teacher will record the incident on CPOMS.

Stage 2-Behaviour concern (Appendix 4)

If the child's behaviour is more serious, or a continuation of earlier misbehaviour; for example:

- Leaving the classroom without permission
- Intimidating behaviour
- Argumentative behaviour

The child will miss part of their break time/lunchtime (10 minutes max) to reflect on their behaviour.

The class teacher will speak to the child's parents at the end of the day to inform them that their child is on Stage 2 of the process. The teacher records the incident on CPOMS.

The senior learning mentor will liaise with any families that may require additional support.

The Senior Learning Mentor may complete a Signs of Safety and Wellbeing with the child as part of our Early Help offer. They will use the threshold documents Right Help, Right Time to decide what course of action may be necessary e.g., Individual well-being intervention. Please refer to our safeguarding policy for details of our Early Help offer.

Stage 3-Behaviour concern (Appendix 4)

For very serious dysregulated behaviour, children will be escorted by the nearest available adult (this may mean sending another child with a Help Card to the school office) to the Head of School or a member of the SLT team if the Head is not available. The Head of School or representative will deal with the incident and issue a report card (Appendix 5).

Examples of very serious dysregulated behaviour,

- Physical behaviour: hurting others
- Physical behaviour: damaging property
- Placing themselves or others in danger
- Bullying (see anti-bullying policy for definition and identification of bullying behaviours)
- Disrespecting another's race, religion, gender or another part of their identity.

A report card means that a child must earn a 'smiley face' at the end of each session (before break, after break and after lunch) for a set number of sessions before they can play outside at break time/lunchtime. The Head of School will determine how long a child should remain on report.

Whilst on report, the child will not be allowed to play in the playground or attend after school clubs. The Head of School /representative will assess the situation and place the child where appropriate, (e.g., in the Relax and Reflect Zone, stand by the playground railings or with a SLM/SLT).

Once they have successfully completed the specified number of sessions, they will be allowed to play outside again. The phase leader is responsible for checking the report card at the end of each session and liaising with the Head of School as to the child's progress regarding their behaviour. If the child displays further dysregulated behaviour, further sessions may be added.

The Head of School/Phase Leader will contact the child's parents to inform them of the incident and that a report card has been issued and their child is now on Stage 3 of the process. This is an opportunity to discuss the situation, with a view to working together to improving behaviour. The incident will be recorded on CPOMS.

The Senior Learning Mentor may complete a Signs of Safety and Wellbeing conversation log with the child as part of our Early Help offer. They will use the threshold documents Right Help, Right Time to decide what course of action may be necessary, e.g. individual well-being intervention. Please refer to our safeguarding policy for details of our Early Help offer.

Repeated incidents of unacceptable behaviour

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The Head of School will consult with the Executive Headteacher who will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.

- Where SEND is not identified, but the Head of School determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following consequences will be implemented:

The Head of School will consult with the Executive Headteacher whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

6. Prevention strategies, intervention, and consequences for unacceptable behaviour

This section outlines the school's strategies for preventing dysregulated behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe consequences will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level consequences
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address dysregulated behaviour will include, but are not limited to, the following:

- Frequently engaging with parents
- Providing mentoring and coaching
- Engagement with local partners and agencies

- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing dysregulated behaviour.

Social, Emotional and Mental Health

Inspire Education Community Trust schools have a high number of pupils with SEMH needs. The Trust ensures that indicators of SEMH needs are clearly recognised e.g.

- non-compliance
- mood swings
- low mood
- verbal/physical aggression
- school avoidance
- lack empathy
- lack personal boundaries
- withdrawn
- isolated
- disengaged and/or distracted
- who avoid risks
- who appear very anxious
- who refuse to accept praise
- are reluctant to speak

At Inspire Education Community Trust, we avoid viewing or labelling pupils whose behaviour is externalised, as less vulnerable than those who internalise their emotional distress.

Early intervention is imperative for addressing both active and passive behaviours, to ensure that low-level difficulties can be addressed early.

All behaviour is seen as an indicator of emotions to which we respond in an empathic and caring manner. Pupils who are identified as particularly vulnerable need specific approaches tailored to their individual needs and experiences, strengths and difficulties. These will need to be planned in conjunction with parents/carers and relevant partners, and shared sensitively, as deemed appropriate.

All pupils need Inclusive Quality First Teaching in a safe and calm environment in which positive mental health and wellbeing are promoted and modelled consistently by all staff.

Some pupils need Inclusive Quality First Teaching plus additional time-limited support programmes. These interventions are delivered by learning mentors and are planned in conjunction with parents/carers and pupils. They are sometimes delivered in small groups, pairs or on an individual basis depending on the need of the pupil.

A few pupils will need Inclusive Quality First Teaching plus increasingly individualised intervention programmes to accelerate and maximise progress and narrow performance gaps. These interventions are sometimes delivered by learning mentors, and sometimes by outside professionals and are planned in conjunction with parents/carers, outside professionals and pupils. They are usually delivered on an individual basis (but can take place in pairs/small groups) depending on the need of the pupil.

All interventions follow the Review, Plan, Do, Review cycle and the impact of interventions on the pupil are measured by the pupil, teacher, parent/carer and mentor. At any point in the intervention, the level of support given may change depending on the needs of the pupil.

Regulating Emotions and Behaviour

Inspire Education Community Trust recognises the connections between behaviour and emotion. We use the Zones of Regulation to help pupils to recognise when they are regulated and when they are becoming dysregulated. We also teach pupils strategies to help them co-regulate and self-regulate including a menu of strategies.

Staff act as co-regulators for pupils:

- Remaining self-regulated
- Modelling and referring to the zones of regulation (Appendix 1)

Inspire Education Community Trust recognises pupils as individuals and that one strategy may not work for all pupils, or that one strategy may not work every time.

Inspire Education Community Trust adopts the Emotion Coaching approach (Appendix 2) to develop emotional regulation through supportive relationships. Inspire Education Community Trust recognises that Emotion Coaching benefits pupils, parents/carers and professionals to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour.

The Emotion Coaching Technique

1. Recognising, empathising, soothing to calm: "I understand how you feel; you're not alone."

2. Validating the feelings and labelling: "You are feeling at the moment; I understand why you are feeling that way."
3. Setting limits on behaviour: "We cannot behave in this way because it is not safe."
4. Problem-solving with the pupil: "Let's make a plan to sort this out."

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting dysregulated behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

The school recognises, that some pupils may need support to regulate their emotions and behaviour. All staff apply Emotion Coaching Approaches in their everyday practice, with a particular focus on the central principles of empathy, connection, trust and co-regulation. This includes careful consideration and awareness of raising both verbal and non-verbal communication.

Staff build strong and trusting relationships with pupils:

- Pupils receive the daily 'The Big Welcome' at the start of the day
- Welcoming pupils at the start of each session.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, family etc.
- Using positive and constructive language consistently: regulated, dysregulated, zones of regulation, emotions.
- Using a calm voice at all times,
- Using the Helping Hands system to allow pupils to develop an area of responsibility in the class (Appendix 6).

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of dysregulated behaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher

- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where dysregulated behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice.
- Use the Restorative Justice strategies to support children in regulating their behaviour.
- Using simple, direct language.
- Avoiding being defensive.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g., not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Physical Intervention Policy, **trained members of staff will** have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil may be taken to the Head of School (when safe to do so) and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Head of School as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of the Head of School.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Head of school will request that the pupil's class teachers set them appropriate work to complete.

The Head of School will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

7. Sexual abuse and discrimination

The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

8. Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

9. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- 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 any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters/matches
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

10. Effective classroom management

Well-managed classrooms are paramount to preventing dysregulated and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish consequences for dysregulated behaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school rules.

Classroom rules and routines

At Inspire Education Community Trust we understand that in order to feel safe, pupils need to understand the expectations for behaviour. In school, we use four rules to set these expectations with pupils. The rules are based around four values: Learn, Care, Respect and Be Safe. Staff refer to the school rules (appendix 5) regularly with pupils. The rules are displayed in all classrooms and around the school. In this way, every child in the school knows the standard of behaviour that we expect in our school. Regulated behaviour is promoted throughout the school day but is also specifically referred to in PSHE lessons and Collective Worship sessions.

 <i>Our School Rules</i> 	
Learn	Be ready and prepared for school so you do your best in all lessons.
Care	Take care of property belonging to yourself, others or the school and our class/school environment.
Respect	Be polite, honest, helpful and co-operative with all members of the school community.
Be Safe	Be in the right place at the right time; conduct yourself in a safe manner at all times.

Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The Head of School will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

Pupils will be confident in asking for help if they’re struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing dysregulated behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent dysregulated behaviour and enable it to be noticed early, such as:

- Seating those who frequently model dysregulated behaviour closest to, and facing, the teacher.
- Seating those who frequently model dysregulated behaviour away from each other.
- Ensuring the teacher can see pupils’ faces, that pupils can see one another, and that they can see the board.

- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Raffles, Star of the Week certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular responsibility

11. Effective pupil support

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated wellbeing staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

12. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. Behavioural expectations. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same consequences for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose consequences once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

13. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed **termly** by the Head of School and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

14. Monitoring and review

This policy will be reviewed by the Executive Headteacher and Head of School on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

15. Appendix 1

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

Step 1: Notice the feeling

Step 2: Name the feeling

Step 3: Take action (co-regulate with an adult or self-regulate)

16. Appendix 2: Emotion Coaching Steps

How to Emotion Coach

- Step 1

Recognising the child's feelings and empathising with them

- Step 2

Validating the feelings and labelling them

- Step 3

Setting limits on behaviour (if needed)

- Step 4

Problem-solve with the child

17. Appendix 3

Our School Rules

 Inspire	<i>Our School Rules</i>  Inspire
Learn	Be ready and prepared for school so you do your best in all lessons.
Care	Take care of property belonging to yourself, others or the school and our class/school environment.
Respect	Be polite, honest, helpful and co-operative with all members of the school community.
Be Safe	Be in the right place at the right time; conduct yourself in a safe manner at all times.

18. Appendix 4

Behaviour examples and consequences

<u>Stage 1 Behaviour Concern</u>	<u>Stage 2 Behaviour Concern</u>	<u>Stage 3 Behaviour Concern</u>
Behaviour Examples: • Continual poor behaviour despite reminders to help regulate behaviour • Repeatedly calling out • Constant disturbance to others • Name calling • Refusal to follow school rules • Getting out of the seat without permission	Behaviour Examples: • Leaving the classroom without permission • Intimidating behaviour • Argumentative behaviour • Bad language	Behaviour Examples: • Physical Behaviour: hurting others • Placing themselves or others in danger • Bullying (See bullying policy for definition and identification of bullying behaviours) • Disrespecting another's race, religion, gender or another part of their identity. • Disrespecting members of staff
End of the day action: Class teachers to speak to parents regarding incident.	End of the day action: Phase leaders to speak to parents regarding incident.	End of the day action: Phase leaders / HoS to speak to parents regarding incident.
Consequence for Stage 1 incident:  2 mins or  5 mins miss break	Consequence for Stage 2 incident:  10 mins miss break	Consequence for Stage,3 incident: Report Card No after-school club

19. Appendix 5

Report Cards

Report Card		Our School Rules	
Name _____		Learn	Be ready and prepared for school so you do your best in all lessons.
Care		Care	Take care of property belonging to yourself, others or the school and our class/school environment.
Respect		Respect	Be polite, honest, helpful and co-operative with all members of the school community.
Be Safe		Be Safe	Be in the right place at the right time; conduct yourself in a safe manner at all times.



Report Card

City Rd

Great Achievement

Good Attendance

Positive Attitude

Inspire Education Community Trust
Learning together and inspiring success

Name: _____	Class: _____	Start Date: _____	Report number: _____
			
			
			
			
			

You will need to earn _____ smiley faces to earn your playtime lunchtime back.

There are 5 chances a day: English, maths, lunchtime, pm 1 and pm 2.

The more ticks you get, the faster you will be off report.

20. Appendix 6

Helping Hands



Give each child in your class an area of responsibility.

Rotate jobs on a half-termly basis.

Write their name and job on a laminated hand.

