

Behaviour policy and statement of behaviour principles

Greenleys First School



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1. Aims

This policy aims to:

- › Create a culture of exceptionally good behaviour: for learning, for community and for life
- › Provide a consistent approach to behaviour management that celebrates and normalises good behaviour and ensures that pupils are treated fairly, shown respect and promotes good relationships
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination
- › Outline how pupils are expected to behave so that pupils are taught to self-regulate and become responsible for their own behaviour
- › Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- › Outline our system of rewards and sanctions that refuses to give pupils attention and a sense of importance for poor conduct

2. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour in schools: advice for headteachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022 \(latest\)](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education 2024](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)

- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

For the purpose of this policy, we as a school make the following definitions:

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › 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 such as 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 are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers

- E-cigarettes or vapes
- 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 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which is on the policies page of our [school website](#).

5. Roles and responsibilities

5.1 The governing board

The Governing Board is responsible for:

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation
- › Approving this policy

5.2 The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the Governing Board
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › 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 (see section 13.1)

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
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (Class Dojo or MyConcern depending on incident/sanction)
- › Challenging pupils to meet the school's expectations
- › Modelling expected behaviour and positive relationships in the following ways:

We use calm voices. We do not shout.	There is never a valid reason for shouting at a child. The only exception might be if a child was in danger, for example shouting 'STOP!' across a busy playground if a child was seen to be doing something that was going to cause harm to themselves or another.
We always refer to	When talking with children about negative behaviour, we always talk about the

the behaviour and not the child.	behaviour so that children understand that they have a choice in how they behave.
'It takes a whole village to raise a child.'	We encourage children to continue their positive behaviour outside of the school in a number of ways. We support our families with negative behaviour at home/travelling to school through discussion with families/children and support from our Learning Mentor. We model good behaviour when out and about in the local community.
Non-confrontational approach	We use a non-confrontational approach when speaking to children, families and the local community. This includes verbal and non-verbal communication.
Behaviour outside of the school	If the school is made aware that anti-social or unacceptable behaviour has been displayed by pupils outside of school then the school will work with local agencies and families to deal appropriately with those behaviours.

The senior leadership team will be highly visible, engaging with pupils and parents and 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, while 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 during their induction into the behaviour culture:

- › 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
- › The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- › The pastoral support that is available to them to help them meet the behaviour 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 and induction will be provided for pupils who are mid-term arrivals.

6. Pupil Code of Conduct

More specifically our **pupil code of conduct** is set out below:

Ready, Respectful and Safe are the key three rules that underpin our behaviour policy and which all pupils are expected to follow.

Pupils are expected to be:

- ✓ **Ready** – Ready to learn, ready to listen, ready to participate etc.
- ✓ **Respectful** – Respectful of themselves, respectful of their peers and adults & respectful for our school environment
- ✓ **Safe** – Safe in their learning, safe with their peers and adults and safe in the activities in which they are taking part

<i>Our Pupil Code of Conduct</i>		
<i>We are ready...</i>	<i>We are respectful...</i>	<i>We are safe...</i>
<ul style="list-style-type: none"> ✓ We are on time for school ✓ We have everything we need in school (book bag, PE kit, home learning etc.) ✓ We wear our school uniform ✓ We are ready to learn (pay attention, sit sensibly etc.) 	<ul style="list-style-type: none"> ✓ We listen to others and expect to be listened to ✓ We use kind words and are a good friend to others ✓ We use polite words and remember our manners ✓ We look after the school building, displays and equipment ✓ We join in with activities and help others if they need it 	<ul style="list-style-type: none"> ✓ We use kind hands and feet ✓ We stay safe online at school and at home ✓ We tell an adult about any problems or worries ✓ We follow instructions from adults ✓ We move safely around the school

Our pupil code of conduct poster is displayed around the school and referred to in dialogue with pupils about behaviour choices (appendix 4).

7. Responding to behaviour – rewards & sanctions

7.1 Rewards

We work on the principle that most of our pupils will respond well when their efforts and good behaviour are recognised and valued. We use a range of rewards:

Reward system	Why?	How?
Praise, praise & more praise!	To draw attention to the positive behaviours that we value.	<p>All staff use praise regularly as the primary strategy for encouraging positive behaviour choices. We thank pupils when they are demonstrating the positive behaviours that we value.</p> <p>e.g. <i>Dave, thank you for walking quietly.</i></p> <p><i>Minahail, you are listening really well, thank you.</i></p> <p><i>Maxwell, thanks, you're sitting quietly ready to learn.</i></p> <p>We try to use pupil's names when giving praise. Praising positive behaviours should be the most frequently used reward and should be woven into all our interactions with pupils throughout the day as we 'catch them being good.'</p>
Proximal praise	To draw attention to the positive behaviour of pupils that are near to those who are exhibiting negative behaviours, without drawing attention to the negative behaviour.	<p>When staff notice a child demonstrating a negative behaviour we praise a different, but nearby child, that is demonstrating the positive behaviour that we value. This is usually sufficient to deter the negative behaviour. Staff would then praise the child who was previously demonstrating negative behaviours.</p> <p>e.g. Carly is talking on the carpet when she should be listening to a story.</p> <p>The teacher spots Amina sitting quietly just in front of Carly and says '<i>Thank you for listening to the story, Amina</i>'.</p> <p>Carly notices Amina being praised and stops talking and starts to listen.</p> <p>The teacher says '<i>Carly, well done for listening.</i>'</p>
Individual rewards	To reward pupils on an individual basis for demonstrating positive behaviours.	<p>Reward points are awarded using Class Dojo via the interactive whiteboard/tablet for positive behaviour or actions that demonstrate our core values of Respect, Courage and Co-operation. Points can also be awarded for a pupil's effort or achievement. Once awarded points cannot be taken away. Parents are informed electronically via Class Dojo of all positive points earned. All staff, including Midday Supervisors, can award Class Dojo points.</p>
Class rewards	To develop a sense of class community and co-operation - pupils behaving well to reach a common goal	<p>Teachers will set a total number of Dojo points that need to be reached for the class to receive a reward. The total number of points is the collective total of each child's individual points. The class reward is established at the start of the new year and then following each reward time. Class rewards should be achievable every 2 or 3 weeks.</p> <p>Rewards should be up to 1 hour in length & could include: an extra playtime with equipment, an extra Chrome Book session, a Golden Time, a short (U rated) movie, a board games session, cooking/baking session, party games session, short trip to the local park etc. Pupils will vote from a list at the start so that they know what reward they are collectively working towards.</p> <p>Teachers are responsible for keeping a weekly tally of Dojo points so that the pupils understand their class progress towards the class target.</p>
Whole school rewards	To develop a sense of whole school community and	<p>The Head Teacher will set a school total of Dojo points that needs to be reached for the whole school to receive a reward. The reward will be established by way of a children's vote at the start of the new term and again after each reward. Rewards should be achievable</p>

	co-operation - pupils behaving well to reach a common goal	<p>once per term.</p> <p>Examples might include: a splash party, a trip to the local park with ice cream, a school water fight, a special disco, party games afternoon, visit to local museum/attraction, local walk and picnic, pyjama party, mini-farm in school, puppet show, magician/entertainer, cinema or theatre trip, The Owl Man etc.</p> <p>The Headteacher is responsible for keeping a weekly tally of Dojo points so that the pupils understand the whole school progress towards the school target which will be shared in Celebration Assembly each week.</p>
The Golden Table	To acknowledge the good behaviour and actions of pupils at lunchtimes	The MDS Team select children each week, whose behaviour at lunchtime (inside and/or outside) has been exceptional. These children choose a friend to sit with them at the Golden Table as a reward. Each week the table is laid with a table cloth, flowers and squash etc.
Celebration & Values Assemblies	To reward and acknowledge effort, achievement or exceptional behaviour of pupils	<p>Weekly assemblies acknowledge and celebrate the PSHE/RHE theme of the week taught to pupils during the week.</p> <p>Weekly assemblies focus on values (school's core values and British Values) and regularly acknowledges pupils and staff who demonstrate those values.</p> <p>Celebration assemblies that parents are invited to are held weekly. Staff award certificates for effort and achievements in writing, maths and a non-core subject. Pupils who demonstrate exceptional behaviour or actions that exemplify our core values of Respect, Courage or Co-operation receive a Gold Leaf Certificate and add their name to our Golden Tree.</p>
Phone call home/meet & greet praise	To reward and acknowledge exceptional behaviour of pupils	Staff are encouraged to make a brief phone call to a parent/carer to celebrate a child who has displayed a really good behaviour choice or exemplified a school value during the week and/or praise pupils as they meet and greet parents/carers throughout the week at drop of/collection times.

7.2 Sanctions/classroom support

For the vast majority of students, a gentle reminder or nudge in the right direction is all that is needed. This might be a quiet word or a visual cue in order to correct the behaviour.

When this is not enough classroom support/sanctions should be moved through in a number of steps in a calm manner with plenty of take-up time for pupils who are exhibiting negative behaviours. Staff should resist the urge to jump steps. The steps are as follows:

Sanctions system	Why?	How?
<p>1.Reminder + take up time</p>	<p>Minimises the attention given for a negative behaviour.</p> <p>Reinforces the 3 school rules in a positive way.</p> <p>Pupils need a minute to think and correct the behaviour.</p>	<p>A reminder of the expectations for pupils referring to the '<i>ready, respectful, safe</i>' rules should be delivered, where practicable, privately to the pupil. The staff member makes the pupil aware of their behaviour using positive language. The pupil has the choice to do the right thing and is given a few minutes take up time to do so.</p> <p>E.g. Theo, remember that we wear school shoes unless we are ready for PE time.</p> <p>James, remember that we show respect by listening to others when they are talking...</p> <p>Uswa, remember that we walk safely through the hall, thank you!</p>
<p>2.Warning + take up time</p>	<p>Minimises the attention given for a negative behaviour.</p> <p>Pupils need a minute to think and correct the behaviour.</p>	<p>A reminder of the expectations for pupils referring to the '<i>ready, respectful, safe</i>' rules should be delivered privately to the pupil. The staff member makes them aware of their behaviour and warning them about the consequence if they don't change it. The pupil has the choice to do the right thing. This should still be delivered using positive language.</p> <p>E.g. James, I have reminded you once that we listen to others...I still need to see you do this....If you don't do this then you are choosing to...(suitable consequence)</p> <p>Uswa, I have asked you already to walk safely through the hall, I need you to walk for me, if you continue to run you are choosing to...(suitable consequence)</p>
<p>3.Last chance warning using script + take up time</p>	<p>As above +</p> <p>Pupils are clear about expectations and consequences of their choices.</p>	<p>A clear & final warning should be delivered privately to the pupil making them aware of their behaviour and again outlining the consequences if they continue. Pupils should be reminded of their previous good conduct to prove that they can make good choices. It is important to give the pupil some time here to have the opportunity to reflect on the staff member has said and respond appropriately. Scripted approaches at this stage are encouraged:</p> <p><i>e.g. Mark, this is your last warning, I need to see you...or you are choosing to...remember last week when you....and how that made you feel happy?</i></p> <p>Walk away as soon as you have finished and praise pupils who are getting it right (proximal praise). Do not get drawn into any additional conversation about the incident.</p>

<p>4. Removal from a lesson</p>	<p>Disruption to learning is minimised.</p> <p>Pupil has opportunity to regulate behaviour away from peers.</p>	<p>Pupil is removed from the learning environment by the Teacher or Teaching Assistant to an agreed area nearby. This could be a space in a corridor, a quiet side room etc. If the pupil refuses, then the support of a member of SLT or pastoral staff should be requested.</p> <p>If a pupil is removed from learning this must be logged (on Class Dojo via the 'needs work' tab as either 'Reflection Time Required' or 'Return to Learning Support required') and the parent/carer must be informed the same day. Staff should not make any record of this that the pupils can see (e.g. sad faces, traffic light systems etc.).</p>
<p>5. Reflection Time</p>	<p>Provides self-reflection for pupil and builds ability to see their behaviour from a different perspective.</p> <p>Pupil has opportunity to regulate behaviour away from peers.</p>	<p>Following an incident where a pupil has been removed, it is important that the classroom teacher follows this up. 'Picking up your own tab' is a key principle of our behaviour policy.</p> <p>Reflection Time should be carried out as soon as possible or at the next break in learning (playtime, lunchtime etc.) using one of the choices in the chart below.</p>

Teachers/staff should choose the most appropriate Reflection Time approach from the chart below. Restorative conversations can be a beneficial part of any of the Reflection Time choices below. The **Zones of Regulation** posters/resources (appendix 3) are also a useful tool in supporting discussions and aiding self-regulation during Reflection Time.

Reflection Time	Why?	How?
<p>1. Restorative Conversation</p>	<p>Provides self-reflection for pupil and builds ability to see their behaviour from a different perspective.</p>	<p>Staff member holds a brief coaching conversation with the pupil focused on 5 key questions:</p> <p>What happened?</p> <p>What were you thinking/feeling at the time?</p> <p>Who has been affected?</p> <p>What should we do to put things right?</p> <p>How can we do things differently next time?</p>
<p>2. Catch up</p>	<p>Maintains a positive relationship with the pupil.</p> <p>Allows pupil opportunity to reset their behaviour.</p>	<p>Behaviour that resulted in a pupil being removed from learning may need no more consequences. However, it is very important that the class teacher 'catches up' with the pupil before the next lesson, acknowledge that the behaviour in the previous lesson wasn't appropriate or beneficial and that the next lesson is a fresh start. This should not be used as a 'telling off' time.</p>
<p>3. Imposition</p>	<p>Pupils understand the work expectations of their year group.</p>	<p>Work that was not completed during the lesson is taken home, signed by a parent/carer and returned the next day. Impositions are ideal for pupils who have not completed work due to their poor behaviour.</p>

4. Time Out	Provides self-reflection for pupil.	Pupil is kept in at break or lunch time for 5 or 10 minutes to think about what happened. Any time-outs must occur as soon as possible after the incident. They should be short, focused and designed not just to deter but to agree future behaviour and reinforce existing boundaries.
5. Natural Consequence	Provides a clear consequence for an action	Cleaning up the mess, repairing the display, reorganising the classroom, making up with peers are examples of natural consequences. Consequences that repairs the 'damage' rather than just punishing the behaviour makes more sense.

At the end of a Reflection Time class teachers/staff must have a brief '**fresh start**' conversation to allow the child to move forward positively with the understanding that there are no grudges held.

A Rewards and sanctions poster is available for staff should they wish to display it. (appendix 5)

7.3 Serious Breaches & Return to Learn Support

Pupils who commit a serious breach of the school rules may likely be removed immediately without going through the support steps of our sanctions system. Incidents that might trigger this are potential incidents of bullying, use of racist language, sexualised behaviour, violence towards peers or staff, homophobic or other types of discriminatory behaviour etc.

In the event of a serious breach staff should request support from a member of SLT and/or pastoral staff who will provide support, assess the situation and if deemed necessary provide **Return to Learn Support**. At this stage the pupil will be removed to a quiet space and be supported away from the classroom environment to minimise impact on learning of others.

Return to Learn Support	Why?	How?
1. Repair - Self-regulating space	Minimises disruption to learning of others. Provides needed support for deregulated pupil.	Staff member makes contact with a member of SLT/pastoral staff to provide support and determine if the pupil needs time to Return to Learn . Pupil is moved to a quiet/low stimulus space that the pupil can use until they are ready to talk and access support to help regulate their emotions.
2. Restore – Space to talk, access support and rest	Supports pupils in developing their ability to regulate behaviour and emotions.	For many pupils the aim is for the repair/restore support to take place straight away, if necessary, with the pupil staying for one lesson or less and then returning to class. In some instances, there may be a need to unpick an underlying issue and this may take longer, to allow the pupil to regulate their emotions. SLT/pastoral staff are responsible for the restorative actions using the Zones of Regulations charts to develop pupils understanding of their emotional state. SLT/pastoral staff should inform the Headteacher and class teacher of any outcomes including who is best placed to log the serious

		breach on MyConcern. Usually this will be the staff member who first witnessed/dealt with the behaviour. Once logged the SLT/pastoral staff can add to the record via MyConcern. Teachers are responsible for communicating the removal from class & need for Return to Learn Support with the pupil's parent/carers the same day.
3.Return to Learn – quiet space to work	Supports pupils to continue working outside of classroom.	This is an area where pupils can complete work that they are missing due to being removed from class. There would always be an expectation that the work is completed.
4.Return to Class – transition back to classroom	Pupil is able to function back in class.	If this is assessed as possible, SLT/pastoral staff will support pupils to transition back into the classroom & update the class teacher. Conversations between adults about pupil's behaviour are conducted privately, minimising attention on pupil misbehaviour. Again, class teachers/staff must have a brief ' fresh start ' conversation to allow the child to move forward positively with the understanding that there are no grudges held.

Note – Depending on the context/pupil's needs, it is not necessary to go through every stage with every pupil

7.4 Additional support/sanctions

SLT/pastoral staff are responsible for monitoring the frequency that pupils are removed from class and/or receive Reflection Time. Pupils of concern should be discussed with class teacher, phase leader and SENDCo/Inclusion Manager as appropriate. Each time a pupil is removed from a class or receives Reflection Time the member of staff who instigated the sanction must record this as soon as it is practicable to do so. (Reflection Times on Class Dojo & Return to learn support on MyConcern).

Removal is distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

The school prefers that when teachers and/or pastoral staff communicate with parents/carers about poor behaviour of pupils that they do so to-face or by phone. Where this is not possible staff are encouraged to use the sample letters (appendix 2) as a template for consistency.

On occasions some pupils who are exhibiting more challenging behaviour may need closer monitoring over a period of time. Parents/carers, pupils and SLT/pastoral staff will work together to create an individual Positive Behaviour Support Plan. Additionally, teachers/staff may also track behaviour using an ABC Behaviour Tracker.

See section 8 below for information regarding suspensions and exclusions.

7.5 Safeguarding

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

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information on the policies page of our [school website](#).

7.6 Reasonable force

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

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

Incidents of reasonable force must:

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

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 positive handling policy for more information on the policies page of our [school website](#).

7.7 Confiscation and searching

As we are a first school it is highly unlikely that the school would ever need to carry out confiscations or searches. However, searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

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

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

Searching a pupil

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

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

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who

may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

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

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

- › Assess whether there is an urgent need for a search
- › Assess whether not doing the search would put other pupils or staff at risk
- › Consider whether the search would pose a safeguarding risk to the pupil
- › Explain to the pupil why they are being searched
- › Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- › Explain how and where the search will be carried out
- › Give the pupil the opportunity to ask questions
- › Seek the pupil's co-operation

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

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

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

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

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

'Outer clothing' includes:

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

Searching pupils' possessions

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

- › School bags
- › Book bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

- › Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- › If they believe that a search has revealed a safeguarding risk

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

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- › What happened
- › What was found, if anything
- › What has been confiscated, if anything
- › What action the school has taken, including any sanctions that have been applied to their child

Support after a search

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

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

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 / member of the senior leadership team 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 on the policies page of our [school website](#).

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 for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Suspension and permanent exclusion

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

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

Please refer to our suspensions and exclusions policy for more information on the policies age of our [school website](#).

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

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

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

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

As a school we aim to anticipate and remove triggers of misbehaviour by:

- › Using short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- › Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- › Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- › Training for staff in understanding conditions such as autism
- › Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

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

- › Was the pupil unable to understand the rule or instruction?
- › Was the pupil unable to act differently at the time as a result of their SEND?

- › Is the pupil 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/carers to create the plan and review it on a regular basis.

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

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

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

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This may include measures like:

- › Reintegration meetings
- › Daily contact with the pastoral lead/learning mentor etc.
- › A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

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). In addition, staff members hold transition meetings.

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

12. Training

Our staff are provided with regular training on managing behaviour, including training on:

- › The proper use of restraint
- › The needs of the pupils at the school

- › How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

Staff training is logged centrally by the Office Manager.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusions and suspensions
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every term by the headteacher.

The data will 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 them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and 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 Governing Board.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- › Suspensions & exclusions policy
- › Child protection and safeguarding policy
- › Physical restraint policy
- › Anti-bullying policy
- › Whistleblowing policy

Appendix 1: written statement of behaviour principles

- 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
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board 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 board annually.

Appendix 2: letters to parents about pupil behaviour - templates

First behaviour letter

Dear parent,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Headteacher or SLT signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Please speak to me directly or ring the school office on 01908 314698.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Headteacher or SLT signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____ has continued to misbehave.

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Headteacher or SLT signature: _____

Date: _____

Appendix 3: Zones of regulation poster

How are you feeling?

							
 Bored	 Sick	 Happy	 Worried	 Excited	 Hitting	 Yelling	 Angry
 Sad	 Tired	 Calm	 Focused	 Frustrated	 Silly	 Terrified	 Mad

What zone are you in?


Appendix 4: Pupil Code of Conduct

Our Pupil Code of Conduct		
We are ready...	We are respectful...	We are safe...
<ul style="list-style-type: none"> ✓ We are on time for school ✓ We have everything we need in school (book bag, PE kit, home learning etc.) ✓ We wear our school uniform ✓ I am ready to learn (pay attention, sit sensibly etc.) 	<ul style="list-style-type: none"> ✓ We listen to others and expect to be listened to ✓ We use kind words and are a good friend to others ✓ We use polite words and remember our manners ✓ We look after the school building, displays and equipment ✓ We join in with activities and help others if they need it 	<ul style="list-style-type: none"> ✓ We use kind hands and feet ✓ We stay safe online at school and at home ✓ We tell an adult about any problems or worries ✓ We follow instructions from adults ✓ We move safely around the school

NB: Posters displayed in school may vary in appearance to reflect the age of pupils



Appendix 5: Rewards and sanctions



Rewards and Sanctions

REWARDS

8. Head/Deputy awards
7. Phone call home
6. Celebration certificates
5. Acknowledgement board
4. Whole school rewards
3. Class rewards
2. Individual rewards (Dojo points)
1. Praise, praise and more praise!

School Rules

READY

RESPECTFUL


SAFE

SANCTIONS

1. **Reminder** + take up time (Remember that we ...)
2. **Warning** + take up time (explain possible consequence)
3. **Last chance warning** + take up time (repeat consequence)
4. **Removal from session** - Reflection Time or Return to Learning Support (logged & family informed)

Remember... **PIP & RIP**: Praise in Public, Remind in Private

<p>Reflection Time Consequences (options) - with Teachers/TA</p> <ol style="list-style-type: none"> 1. Restorative Conversation - coaching support (Key Qs) 2. Imposition - work missed completed at break/home 3. Time-out - 5-10 mins 4. Natural Consequence - clearing up mess made, apology etc. 5. Catch-up - before next session, acknowledge poor choices & fresh start 	<p>Return to Learning Support (stages) - with SLT/pastoral staff</p> <ol style="list-style-type: none"> 1. Repair - pupil moved to self-regulating/low stimulus space 2. Restore - Space to talk, access support and rest - Restorative Conversations using Zones of Regulation 3. Return to Learn - quiet space to work if required away from other pupils 4. Return to Class - transition back to classroom & 'fresh-start' conversation
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Rewards and Sanctions

REWARDS

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