Bedford Primary
Behaviour for Learning Policy
September 2026

Version	Date	Actions/Amendments
1	30.6.2021	Implemented
2	21.2.2022	Reviewed by all teaching staff
3	9.3.2022	Reviewed by teachers and support staff
4	1.9.2022	Updated in line with DFE July 2022 guidance Reviewed by teachers
5	11.11.2022	Reviewed to incorporate feedback from SENDCO, Behaviour lead and COG
6	4.9.2023	Annual review with Teaching Team
7	5.2.24	Paragraph re protected characteristics added
8	24.4.24	Updated in line with the DFE Behaviour in Schools Document Feb 2024
9	11.9.24	Whole school review post Trust feedback. New approach to recognition added for each year group
10	3.9.25	Reviewed with staff - year group rewards updated

11	**27.1.26**	**Mobile phone information reviewed in line with government mobile phone guidance Jan 26**
12	**10.9.26**	**Mobile phone guidance updated and recognition targets reviewed with staff.**

Bedford Primary
Behaviour for Learning Policy

This policy contains key references to the DFE's Behaviour in Schools advice (published in July 2022 and reviewed in February 2024) link below.

Behaviour in Schools - Advice for headteachers and school staff *

Throughout this policy references are made to key pages from this document

"Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally."

(Introduction, Page 5, Behaviour in Schools- February 2024)*

As part of taking a whole-school approach to behaviour and safeguarding, this policy is designed to complement and run in conjunction with our safeguarding policy and staff code of conduct.

Schools should ensure that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents. The school's approach to behaviour should be easily apparent to anyone joining or visiting the school. ***Everyone should treat one another with dignity, kindness and respect.***

(Pg 10 Behaviour in Schools- February 2024)*

This policy sets out our school's culture to ensure pupils at Bedford primary can learn in a calm, safe, and supportive environment. It outlines for pupils, staff, parents and carers our vision, beliefs and routines. We recognise that reviewing and improving our approach to behaviour is something we need to continually focus upon. It is our aim to develop a culture where all children flourish in safety and dignity. This should permeate all aspects of school life. We recognise the role of training and support and that we need to support staff to collectively embody this culture, upholding the school's behaviour policy and responding consistently and fairly at all times .This policy makes explicit our expectations of the whole school community in achieving this aim.

Bedford Primary is committed to creating an environment where a culture of high expectations is at the heart of productive learning. Every member of the school's team is expected to

maintain high standards of professional conduct, to accept responsibility for their own behaviour and encourage others to do the same. Building a culture of visible consistency that permeates all areas of school life is integral to this.

Underpinning our BfL policy is the commitment that **any** action or consequence to address behavioural concerns will support and empower the child to reflect upon, change and manage their own behaviour. Managing behaviour is not about demanding compliance - it is about teaching our children explicitly what good behaviour looks like giving each child the personalised tools and strategies they need to be happy, safe and respectful citizens. We recognise that throughout their school journey some children may require additional support to manage their emotions and their behaviour. Where possible this support should be put in place as soon as possible to enable the children to succeed. (Introduction, Page 5, Paragraph 5, *Behaviour in Schools- February 2024**)

'The most important aspect in children feeling valued, safe and secure is the sense of connection with a member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing'.

Every opportunity to recognise and support a child with their behaviour, provides a valuable opportunity for the child to learn and grow. Time for reparation (including that of relationships) must also be given. This is vital for the child's self-esteem and self-image. The child will also begin to understand that things can be changed and fixed and that they can move forward to make positive changes to their own behaviour. In providing a personalised support system we are helping each child to fill any gaps in their knowledge and skills, just like we would if a child needed an academic intervention, e.g. for reading. Importantly, the action and behaviours are always separated from the child. To achieve the behaviours that lead to success (in life and learning), self-esteem and self-belief are essential.

Some children may need additional adult support to ensure their needs are met and that they are equipped with all of the necessary strategies and skills. In using interventions best suited to the individual we aim to promote a safe and mutually respectful environment for staff and learners alike.

Which Behaviours Do We Want To Be The Norm?

We asked our children to help us to identify these examples, these are reviewed regularly throughout the school year. Class teachers also ensure new children joining their teams are supported to understand these expectations. (Page 13 *Behaviour in Schools- February 2024**)

Ready	Respectful	Safe
We are in school every day and on time (Rise & Shine, Bedford starts at quarter to nine) We listen to the person who is talking We have all the equipment we need in school - our reading books, swimming kit, water bottles We wear the correct uniform for school We follow instructions the first time or ask for help if we are unsure We settle quickly to start our work We line up sensibly and quickly; ready to move from lesson to lesson and around school	We use our marvellous manners **MR C** (saying please, thank you, you are welcome and we hold doors open for each other) We are friendly, kind and caring (both online and offline) We listen to others We include everyone We look after our school building, our property and the environment We speak quietly and calmly We use our words and good listening to solve any problems we encounter We win and lose gracefully We give our best effort to our work	We walk calmly around school We regularly wash our hands We choose games that are fun but safe We use all equipment safely and sensibly We use technology responsibly and keep personal information and passwords safe. We let an adult know immediately if something that is worrying or upsetting happens online . We have kind hands and feet We walk to and from school safely We always talk to someone or use the Bedford worry box on our school website if we have any worries

Visual Images

All staff are aware that some children may benefit from the use of visual images that clearly demonstrate the desired behaviours. Visuals are encouraged across school both as part of general classroom display and also on staff lanyards.

Our Aims at Bedford Primary are to;

- Foster a culture where everyone is treated with dignity, kindness and respect;

- Ensure the consistent implementation of our Behaviour for Learning policy to create a predictable environment;
- Know and understand that every behaviour is a form of communication;
- Understand that all children are vulnerable, some children are 'particularly vulnerable';
- Use a restorative approach to address conflict and relationships;
- Ensure that every child has a supportive relationship with a member of school staff who believes in and champions them;
- Ensure that children always feel safe and trust that adults will respond consistently and calmly when supporting them to regulate;
- Ensure a culture of mutual respect where all learners are treated well so that they in turn treat others well;
- Use language that promotes a growth mindset throughout school to build the self-esteem and self-belief of each and every child;
- Show empathy, understanding and acceptance of every child as an individual;
- Have a non-judgmental, curious and empathic attitude towards behaviour.

We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

"KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn."

(Page 7, Behaviour in Schools- February 2024)*

Our aims will be achieved by all staff showing these visible consistencies:

- Maintaining high standards of professional conduct and encouraging others to do the same;
- Meeting and greeting children each and every morning to ensure that they feel welcome;
- Having high expectations and levels of challenge, that are fostered alongside a school culture of support and low threat;
- Displaying a calm consistency and referring to 'Ready Respectful and Safe' in and out of the classroom;
- Enabling pupils to have processing time and not placing children on the spot;
- Ensuring a much greater focus upon celebrating positive and desired behaviours, rather than highlighting inappropriate behaviours;
- Separating behaviours demonstrated from the child;
- Modelling and explicitly teaching positive desired behaviours;
- Consistently using agreed routines to teach and reinforce the expected behaviours.
- Using restorative approaches that repair relationships and help empower children to manage their own behaviours;
- Ensuring all consequences are followed by learning opportunities that impact positively on future behaviours;
- Ensuring a private, non-confrontational approach to addressing conduct, punctuality and uniform;
- Planning and delivering engaging lessons that meet the needs of all pupils;
- Ensuring classrooms and resource areas are well organised and clutter free with defined areas and spaces;

- Ensuring consistency in the use of Individual Behaviour Plans, strategies and Positive Handling Plans to support individual de-escalation strategies.

Senior Leadership Team:

To support the implementation of this policy and the key steps, under the direction of the headteacher, the SLT at Bedford will:

- Guide policy and expectations to behaviour and the stepped approach;
- Ensure all staff understand the Behaviour for Learning policy and the importance of consistently and fairly applying the policy to maintain a calm and safe environment;
- Be a visible presence throughout the day;
- Support staff with individual plans, reparation and reintegration;
- Allocate planned intervention support where needed;
- Provide training for staff;
- Facilitate meetings with parents and outside agencies.

Parents & Carers

To support the implementation of this policy we ask that our families:

- Fully support the school in the implementation of this policy and foster good relationships between home and school so that children can see that the key adults in their lives share common aims and values.

From time to time a child may feel that s/he has been dealt with unfairly. In this case we would ask that the family support the school by adopting a neutral stance until they have contacted the school for further information.

This is very important to ensure that nothing is allowed to undermine the respect that children need to have for both their family and their teachers. For it is only by earning and maintaining their respect that we can hope to influence their behaviour. Any inconsistency of message between home and school will undoubtedly be counterproductive.

By working together, being consistent and positive in our approaches to behaviour we can ensure that school is a place where children are safe, ready to learn and respectful of each other.

Environment

We recognise the importance of an orderly, carefully planned and uncluttered environment in supporting all pupils at Bedford to succeed. Distractions can be a challenge for children especially children with additional SEN needs such as ASD. Providing an environment that minimises competing distractions and is free of extraneous stimuli and clutter can assist pupils in focusing on the relevant information.

Organisational skills may also be difficult for some pupils making tasks such as gathering the required materials for a task a challenge. An organised and carefully considered classroom

space will ensure optimum conditions to help children to become independent and support learning and progress.

Recognition & Rewards:

At Bedford, our aim is to immerse children in the language and vocabulary that exemplifies and celebrates positive behaviours and being '**Ready, Respectful and Safe**'. Doing so recognises children who go above and beyond and in addition, supports children who may need key success criteria highlighted for them. Rewarding children who go 'above and beyond' is also important. Staff recognise that a quiet word of personal praise can go a long way and be as effective as a larger, more public reward. Knowing what motivates individual children is something we pride ourselves on.

"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does" Paul Dix

Each class will use a recognition approach to promote our positive expectations and outcomes. These approaches are agreed upon annually in each year group. This year our agreed approaches are:

Reception: Marble Jar

Year 1: Marble Jar

Year 2: Tally Chart

Year 3: Star Jar

Year 4: Tally Chart

Year 5: Tally Chart

Year 6: Marble Jar

Class expectations will be framed using positive language and make explicit the behaviour they are focusing on. Examples could include " One voice" to reinforce turn-taking, "use a polite voice " to emphasise manners. When the teacher sees children demonstrating the chosen behaviour well, they will acknowledge this with a cumulative class marble/tally/point/star on the agreed chart. The recognition approach is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving forward together. Every opportunity for recognition is a learning experience. The aim is to recognise and celebrate the growing number of positive marks achieved. Children can also nominate each other for recognition. Maintaining momentum and a sharp focus is vital.

Examples of Bedford's classroom rewards:

- A quiet word of praise for behaviour(s) shown
- Use of class recognition board
- Clap/cheer for recognition board completion - all names present
- Positive mention/phone call to parents
- Email/notes/cards home/golden ticket

- Whole class treat, eg extra play
- A simple reward chosen from the class selection

Examples of school level rewards:

- Student of the month/term/year certificates
- Recognition in assembly
- Welfare Superstar Points
- Sharing and celebrating an achievement with an adult of the child's choice

Key Steps in supporting children to demonstrate positive behaviour:

"It is important that staff across a school respond in a consistent, fair, and proportionate manner…"

(Page 15 Behaviour in Schools- February 2024)*

Maximising learning time is always the primary aim. For the vast majority of learners a gentle reminder of our Ready/Respectful/Safe expectations is all that is needed.

Key Steps
The first step within every lesson must always be immersion (for pupils) in language that recognises and praises the behaviours teachers want to see. Key steps to trial include: ● ***Redirection, Reminder, Distraction** **Followed By:** ● ***A warning** ● **Time away from team/Consequence** After an initial redirection or reminder, staff should use their own professionalism to utilise the steps above to support a child to regulate and avoid any escalation. *In the case of some serious non-negotiable behaviours, for example the use of physical aggression, damage to property or the use of discriminatory language of any kind, the first steps may be bypassed. **Reparation of relationships:** Once a resolution is reached, ensuring that all involved feel supported, listened to and able to start afresh with their dignity, self-esteem intact is essential. Areas to consider in restorative discussion - see also appendix 2 Those affected are invited to have dialogue around the following questions: ● What has happened / is happening? ● What were you thinking? ● How are you feeling? ● How are you being impacted? And others?

- What do you need to do to move forward? What is being restored? This depends on the context and on the needs of those involved.
- What do we do next? What is an appropriate action from this

EXAMPLES OF THE STEPS
Redirection
● Gentle encouragement/refocus ● Positive reinforcement of other children around them, e.g. “Jess, thank you for sitting so beautifully.” ● A visual cue or ‘a look’ that shows the child that you want them to demonstrate a positive behaviour. For example, lanyards in EYFS. ● a visual point that clearly shows what you expect.
Reminder
● A reminder of our Ready, Respectful, Safe expectations (delivered privately wherever possible). ● The adult makes the learner aware of their behaviour. ● The learner has the time, space and opportunity to do the right thing. (Give ‘take up time’ - this may mean ignoring some pre-take up ‘secondary behaviours’) ● Praise them when they positively change their behaviour, acknowledging the positive change.
Distraction
In line with a staff member’s knowledge of individual children, distraction away from inappropriate behaviours may be used to support regulation and allow ‘take up time’. ● If appropriate, children may be given the time to complete a sensory activity/circuit or take a ‘brain break’. This could even include assisting with a small classroom job to allow regulation to take place.
Warning
If the behaviour persists: ● A clear, calm and verbal caution will be delivered sensitively to the pupil, making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has the opportunity and ‘take up time’ to do the right thing. Children will also be reminded of previous positive behaviours to prove that they can do it and that staff believe in them. A scripted approach (e.g. I can see that you are angry…) and minimal language is also beneficial at this stage. **See Appendix 2 for examples** ● If appropriate, a child may be repositioned next to a supportive adult in class so that they can continue with their learning and avoid the next step of ‘time out’. ● Praise pupils when they positively change their behaviour, acknowledging the positive change.

Time Away From Team/Consequence

If the behaviour still persists:

- The learner is asked to speak to the teacher away from the others - a final opportunity to engage with the expected behaviours may be given
- Boundaries are reset in line with knowledge of the pupil and their individual SEND plans – for example, the pupil is informed that they will miss part of their playtime/lunchtime or spend some reflection time away from their team. The amount of time will be clearly defined and age-appropriate. (see section on Time Away from Team)
- Initially, any time away from the team should be a short "inconvenience" no more than 5 minutes and carefully measured with a timer.
- Removal from Class- Cool down/additional 'take up' time might be needed in a chosen/allocated safe space - in line with IBP/PHP. (see section on Time Away from Team)
- The child will always be supervised during any time away and never left in a vulnerable situation.
- Again, the pupil is reminded of their previous positive conduct/attitude/learning.
- Children may lose a privilege, for instance a prized responsibility (this will be discussed with a member of the leadership team prior to it being communicated to the child and their family)
- SLT/pastoral support may be sought.
- The incident is logged on CPOMS and parents/carers informed

See also section of BFL policy relating to exclusion

Following any consequence, particularly resulting in time away from team (removal) a targeted discussion, or act of reparation with the pupil will be facilitated (e.g. undertaking a kind act for a peer). This will take place when the pupil is emotionally regulated.

It is vital that staff always consider whether the behaviour/s observed may indicate that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, as set out in Part 1 of Keeping children safe in education, staff must follow our child protection policy and share this concern with a member of the designated safeguarding team. (Page 17, *Behaviour in Schools- February 2024 **)

Alternative arrangements for consequences can be considered on a case-by-case basis for any pupil where we believe an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. (Page 17, *Behaviour in Schools- February 2024**)*

Time Away From Team/Removal From Class

At Bedford we do not issue detentions outside normal school hours. The decision for a child to lose a break or lunchtime can only be made by a member of the teaching team, or a member of the support staff (TA3/HLTA) acting in a cover supervisor role in consultation with a member of the teaching team.

During any loss of break or lunchtime, staff will ensure that pupils have adequate time to get a drink, eat and use the toilet. Pupils will also always be appropriately supervised.

Removal from the classroom may be used as a response to serious misbehaviour (Page 22, *Behaviour in Schools- February 2024*)*

Removal should be used for the following reasons:

a) To maintain the safety of all pupils;

b) To allow the child to regulate and continue their learning in a calm and safe space;

c) To restore stability following an unreasonably high level of disruption.

It should only be used when necessary and once other strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom.

Once the child is calm the child should be supported to discuss the decision with appropriate staff members and a clear plan for a calm and safe reintegration back to their class agreed. A member of the leadership team (Phase Leaders/SENDCO/AHTs) must be involved in any decision to remove a child from class.

All removals from class must be recorded on CPOMS under the removal category to enable the school to monitor and analyse this data and deploy resources and support appropriately. The staff member logging the removal should copy in the phase leader and pastoral team. This data will be analysed by the senior leadership team.

If a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, school must notify their social worker and the Virtual School Head. In the first instance this responsibility will lie with the pastoral administrative assistant.(Page 24, point 'e' *Behaviour in Schools- February 2024*)*

For children facing significant social and emotional challenges an ABC observation tool may be utilised to identify triggers and understand behaviours.

Language used to support children to demonstrate positive behaviour:

At Bedford, we recognise that not all behaviour is a matter of choice and therefore exercise caution around the use of the word **'choice'**. Making a 'positive choice' requires regulation and a calm, thoughtful frame of mind. Although all actions must have consequences, some children are simply engaging in **survival behaviours** as a result of unconscious processes. Inappropriate behaviours can be as a result of feeling very emotionally dysregulated. They can also indicate the development level of the child. With support to self-regulate, we know that our children can be helped to behave in more appropriate ways. We therefore encourage an approach that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

We are careful in the language we use:

Agreed Language to be Used	Language we have agreed to not use
consequence	**punishment, sanction**
expectations	**rules**
connection/care seeking	**attention seeking**
dysregulation/dysregulated	**meltdown**

Recording:

All welfare and behavioural concerns are logged on our online monitoring system (CPOMS) using carefully considered language that is factual.

Next Steps:

"Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home. "

(Page 16, Behaviour in Schools- February 2024)*

When dealing with any behaviour the school acknowledges our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

When a child presents with challenging behaviour, staff will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

There must be a proportionate and fair response that may vary according to the age of the pupils, and any other special circumstances that affect the pupil. In determining whether a consequence is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. Therefore, before applying consequences, consideration will be given to any underlying factors which may be affecting the child's behaviour.

In extreme cases school may use temporary or permanent exclusion.

Exclusion of pupils:

"All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers 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."

(Page 25, Behaviour in Schools- February 2024)*

Exclusions are a last resort and parents will be informed as early as is practicable if this situation arises/ is deemed likely to arise. In this school only, the Head teacher has the power to exclude, or in her absence the Assistant Headteachers. The Head teacher can exclude on the following grounds:

- a serious breach, or persistent breaches, of the school's behaviour policy; or
- where a pupil's behaviour means allowing the pupil to remain in school would be detrimental to the education or welfare of the pupil or others in the school.

The school will also notify the Local Authority, Governing Board and if the child has a social worker or is looked after, then the assigned social worker and Virtual Head. The Business Manager is responsible for notifying the LA and Board and the Pastoral Administrative assistant the social worker and virtual school.

The head teacher will act in accordance with the following guidance Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Reasonable Force:

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Please refer to the Trust's Reasonable Force Policy and Restrictive interventions, including use of reasonable force, in schools - GOV.UK

Power to search without consent:

Paid staff have the power to search for prohibited items without consent, using reasonable force if required. The items include: knives, weapons, alcohol, drugs, stolen items, tobacco products, fireworks, pornographic items. In this school these searches will only be carried out by a member of the senior leadership team, who will always have another member of staff present whilst conducting the search. Items found will be dealt with as per the legislation in Section 550ZA of the Education Act 1996.

Confiscation of items:

Paid members of staff are allowed to confiscate, retain or dispose of possessions that are deemed unsafe, disruptive to effective learning, or illegal. When this occurs staff are protected from liability for damage to or loss of these items. In this school, all confiscated items are either retained for a period by the class teacher, then returned home (via parents if deemed appropriate), or passed directly to the head teacher, who will contact parents directly, or the Police in the case of overtly dangerous/illegal items.

Pupil Conduct Outside The School Gates & Online Incidents Outside of School:

In line with DFE guidelines, we have set out below our response to behaviour and bullying which occurs off the school premises, which is witnessed by a staff member or reported to the school, including the consequences that will be imposed.

Examples of such 'off-site' activities include when a Bedford pupil is:

- Taking part in any school-organised or school-related activity or
- Travelling to or from school
- Wearing their school uniform or in some other way identifiable as a pupil at the school.

In addition to this, the same procedures apply when incidents outside of school:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

In all cases, school staff can only discipline pupils on school premises or elsewhere when the pupil is under the lawful supervision of a staff member.

Following an investigation, in such cases as those listed above, the school will apply a consequence as is deemed appropriate to the behaviour.

The February 2024 guidance clearly states that:

"Many online behaviour incidents amongst young people occur outside the school day and off the school premises. ***Parents are responsible for this behaviour.*** *However, often incidents that occur online will affect the school culture. Schools should have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school. " (Page 32 Behaviour in Schools- February 2024*)*

Our Pastoral Staff & Nurture Team:

Our Pastoral & Nurture Teams are here to support children and their families by helping them to address any barriers to learning, whether in a personal or academic role. These teams work closely with all staff, governors, outside agencies, pupils and their families. They play a fundamental role in helping all children to achieve their true potential.

Resources to Support Behaviour For Learning

Our school's curriculum to support Behaviour for Learning is underpinned by resources and materials from Coram Life Education/SCARF and Emotion Works. Other individualised approaches may be recommended by external partners. Additional training in specific programmes is delivered on a needs basis to specific staff.

External Agency Support:

We acknowledge that some children may require different or additional strategies. These children will be discussed by the child's class teacher, SENDCO, pastoral team and SLT. Staff will use the Support Framework to explore the needs of the child and implement appropriate strategies and seek external involvement. In light of external agency support, any individual

plans will then be updated and reviewed as part of the Assess, PLAN, DO, Review cycle.

At Bedford we actively support any individual who is experiencing behavioural difficulties. Our Internal support services and pastoral systems our complemented by additional assistance from services including:

- Team Around The School (TAS)
- CAMHS- Children's and Adolescent Mental Health Service
- FAST/CHAT
- The school's Educational Psychologist
- School Health professionals
- SWACA- Sefton women's and children's association
- Sefton's attendance support team
- Venus
- The Dog Therapy Team
- Our Play Therapist
- OSSME
- Our Linked Educational Mental Health Practitioner
- Virtual Head

Referrals are made on a needs basis and are linked to priorities identified on individual pupil profiles, EHCP plans and via requests following multi agency meetings .

Any suspected criminal behaviour will be reported to the police. A tandem report will also be made to social care. (Page 33 *Behaviour in Schools- February 2024*)*

Mobile Phones

https://www.gov.uk/government/publications/mobile-phones-in-schools/mobile-phones-in-schools

Our school is a phone-free environment for all pupils across the entire school day. This also includes all smart technology with similar functionality—such as smartwatches, tablets and devices capable of sending or receiving messages, accessing the internet or recording audio and video.

Mobile phones and smart devices cannot be used on school premises. Any unauthorised use of mobile devices during the school day would be considered a serious safeguarding risk and dealt with accordingly.

Authorised Phone Use & Daily Storage In exceptional circumstances, parents may request that their child bring a mobile phone to school. Prior to the child doing so, a Mobile Phone Agreement must be completed and authorised by appropriate staff. Once authorised, the phone must be clearly labelled, remain switched off while on school premises and be handed in daily upon arrival for secure storage prior to the start of lessons.

Searching, Confiscation & Legal Powers Mobile phones and smart devices are designated as items staff are legally authorised to search for if there are reasonable grounds to suspect a breach of this policy. Authorised staff reserve the legal power to search pupils or their belongings and confiscate non-compliant devices. Confiscated items will be held securely in the main office and must be collected directly by a parent or carer.

Medical Needs & SEND Should the need arise, clear procedures for pupils requiring smartphones or smartwatches for health management (e.g., continuous glucose monitoring for diabetes) will be drafted as part of a reasonable adjustment for pupils with special educational

needs or disabilities.

Off-Site Activities & Parent Communications Separate guidance and risk assessments regarding mobile phone access will apply to educational trips, residential visits and off-site activities.

Staff Professional Modelling All staff support a positive culture by modelling expected behaviours and avoiding mobile phone use for personal reasons in front of pupils during the school day. Mobile phones are used by staff to access two-factor authentication tools for key platforms utilised as part of staff roles.

Induction & Training

During induction all staff, students and volunteers sign to confirm that they have been issued with and have read a copy of the school's behaviour for learning policy. All staff have access to ongoing CPD to support behaviour management. This CPD is targeted to their specific roles, responsibilities and individual training needs identified via school self-evaluation and appraisal. Staff are also actively encouraged to request any additional support or training they require to enable them to effectively implement this policy and to support the children and young people in their care.

Volunteers:

Volunteers are required to utilise our policy when working with children in school. Volunteers should refer any concerns to class teachers or the pastoral team.

Student teachers – use this Policy under the guidance of the teacher.

Legal Duties:

We recognise that some pupils require a more sensitive and differentiated approach.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Protected characteristics are defined in the Equality Act 2010 and Schools advice as follows:

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their: sex; race; disability; religion or belief; sexual orientation; gender reassignment; pregnancy or maternity.

Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs coordinator will work with key staff and families to evaluate the needs of 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.

Monitoring & Evaluation

Each term data is analysed and reported to the governing board:

This data includes:

- Removals

- Attendance
- Exclusions
- Use of pupil support units
- Managed moves
- Searching, screening and confiscation.

Surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture are also included in the self evaluation process.

Governors:

This policy is reviewed on an annual basis, or in the event of legislative changes or updated guidance, by the school governors.

Appendix 1: Example of Personalised Behaviour Plan

Name:

General Character	**Level 1 Behaviours Initial sign of distress**	**Level 2 Behaviours Elevated level of distress**	**Level 3 Behaviours Acute level of Distress**
Strategies/Interventions	**Level 1 Strategies**	**Level 2 Strategies**	**Level 3 Strategies**

Diversion and distraction

If child responds to distraction the interests of this child are …

Triggers

The things that have caused anxiety for this pupil and led to de-escalation or intervention being required are (subject/peers/time of day)……

Regulation

What type of activity best helps this young person to calm (Physical Activity, sensory, mindfulness, music, art and craft) pg 159

Signed : _____ **Date: __/__/_**