



Bradshaw Primary School

# Positive Behaviour Policy

<b>Version Number</b>	1.2
<b>Date policy last reviewed</b>	November 2024
<b>Policy Type</b>	Statutory
<b>Owner</b>	Headteacher
<b>Approved By</b>	Local Governing Body
<b>Approval Date</b>	September 2025
<b>Next Review Date</b>	September 2026

## Review Date and Summary of Changes

Date of review	Summary of changes
<b>September 2025</b>	Adapted policy to be focused on praise in public, reprimand in private. Rights and Responsibilities now form the core of the policy to promote, and align with, the school's values.

Signed by:



Headteacher

Date: 20.9.2025



Chair of Governors

Date: 20.09.2025

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## Statement of intent

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

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour to create a culture of encouragement in which all pupils can achieve.
- Challenging and sanctioning misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents and carers
- Developing positive relationships with pupils to enable early intervention.
- Developing positive relationships with pupils to support them in moderating their emotions and reactions.
- A shared approach which involves pupils in the implementation in agreeing class rules, rewards and sanctions; the implementation of the school's policy; and, associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

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

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

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

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing. The Kapow scheme for PSHE supports an ethos of emotional regulation and resilience alongside the use of 'My Happy Mind'.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

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

## 1. Legal framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

## 2. Aims

It is our primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support a positive way in which all members of the school can live and work together. It aims to promote an environment where everyone feels happy, safe and valued.

The intent of the behaviour policy is to promote good relationships between everyone in the school, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective, respectful and appropriate way.

The school expects every member of the school community to behave in a considerate way towards others.

'We understand that behaviour is often a communication of an emotional need.'

At Bradshaw we are committed to our school aim-

"Proud of who we are, proud of what we achieve".

In order to achieve this aim the following core professional values have been agreed by all staff and the governing body:

- **We know all our children and take collective responsibility for our school.**
- **We are solution focused and model the behaviour we expect to see.**
- **We celebrate effort, progress and positive choices.**
- **We are equitable, fair and inclusive and respond to behaviour with empathy and understanding.**
- **We have an open culture of challenge, support and communication**

We expect parents to work in partnership with the school. No problem is too small - if you or your child feel unhappy, please come and talk to us - we may be able to help. This includes any concerns parents may have about behaviour or bullying and informal contact is encouraged at an early stage. Information about pupils' behaviour and personal and social development is included in the school Ofsted report

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Teachers have power to sanction pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to sanction also applies to all paid staff with responsibility for pupils, such as teaching assistants. All staff must treat all children fairly and apply this behaviour policy in a consistent way.

### **3. Roles and responsibilities**

The **governing board** will have overall responsibility for:

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

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes reviewing the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues including fixed-term and permanent exclusions. The head teacher must take this into account when making decisions about matters of behaviour.

The **headteacher** will be responsible for:

Determining the school rules and any disciplinary sanctions for breaking the rules as well as to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

Set the accepted standards of behaviour and supports staff in the implementation of the policy. Keep records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.

- Both these actions are only taken after the school governors have been notified. The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The **senior mental health lead** will be responsible for:

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

The **SENCO** will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.

- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

**Teaching staff** will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves in Pupil Passports or Individual Behaviour Plans.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum, whatever their prior attainment.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good behavioural and learning habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Ensuring that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. This means encouraging mutual respect, developing independence and providing appropriate engaging activities for all children.
- Having high expectations of the children in terms of behaviour and striving to ensure that all children work to the best of their ability.
- Treating each child fairly and enforcing the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- If a child misbehaves repeatedly in class, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher. The class teacher will keep a record of incidents of unacceptable behaviour using CPOMS, if there is a need to put together evidence for liaising with external agencies or for suspension or exclusion.
- Liaising with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with their social worker or a professional lead for Social, Emotional and Mental Health (SEMH).
- Reporting to parents about the behaviour of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. All staff should discuss such concerns with the head teacher prior to contacting parents, and these will be reported on CPOMS.

- Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and the pupils themselves.

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

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

**Pupils** will be responsible for:

- Displaying positive behaviours both in terms of their actions and their learning.
- Their own behaviour both inside school and in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

**Parents** will be responsible for:

- Celebrating their child's achievements within school.
- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Supporting their child's learning, and co-operating with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- Supporting the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher or head teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## 4. Definitions

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

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

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour. If these behaviours do escalate, they should be reported on CPOMS so that they can be monitored and addressed. Any escalation in these behaviours is to be discussed with senior leaders within school. An agreed approach to support the child can then be established.

“Challenging behaviour” is defined as:

- Discriminative abuse
- Verbal abuse
- Bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour, e.g. violence, running away from school, vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a senior staff member

All behaviours that are deemed to be challenging will be discussed with senior leaders and reported via CPOMS. An agreed approach to support the child can then be established, including seeking the support of outside agencies.

## **5. Staff induction, development and support**

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

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

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

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

## 6. Managing Behaviour: Rights and Responsibilities

Every child at Bradshaw has the right to:	Every child at Bradshaw has the responsibility to be:
<b>Learn</b> – without distraction or disruption	<ul style="list-style-type: none"> <li>• Focus on learning and not be a distraction to others</li> <li>• Engage with learning, both collaboratively and independently</li> <li>• Give our best effort</li> <li>• Accept sanctions when given and comply with adult instructions</li> </ul>
<b>Be safe and feel happy</b> – physically and emotionally	<ul style="list-style-type: none"> <li>• Behave in an orderly way</li> <li>• Recognise how to support our emotional regulation</li> <li>• Never physically or verbally hurt others</li> <li>• Always be kind, considerate and thoughtful</li> <li>• Be respectful of our school environment</li> </ul>
<b>Be respected</b> – by adults and peers	<ul style="list-style-type: none"> <li>• Celebrate diversity and difference</li> <li>• Look after each other and include others when we play</li> <li>• Be our best selves, demonstrate this at all times - both in and outside of school</li> </ul>
<b>Be heard</b> – and to share their thoughts and feelings	<ul style="list-style-type: none"> <li>• Talk to staff about any worries that you have</li> <li>• Listen to others and respond appropriately</li> <li>• Be honest and accountable</li> </ul>

### Rewards and Incentives

Rewards or incentives are one of the ways in which we celebrate children's personal, social and academic development at Bradshaw Primary School. Their use helps us to create a positive ethos in our school. In order for rewards to be effective, we recognise that they need to be:

- Immediate – immediately rewarded following good behaviour.
- Consistent – consistently rewarded to maintain the behaviour.
- Achievable – keeping rewards achievable to maintain attention and motivation.
- Fair

At Bradshaw Primary School, we use three different categories of rewards – these are:

- Social – praise and recognition, e.g. a positive phone call or communication home, class recognition board
- Physical – material rewards, e.g. tokens, stickers, postcards or certificates.
- Activity – activity-based rewards, e.g. extra play, free time.

### Token House Point Rewards

Tokens will form the main way in which staff are able to give instant and consistent rewards. Tokens can be given for any behaviours or actions that align with the rights and responsibilities charter. Pupils will receive a token that corresponds to the colour of their 'school house'. Pupils will put their tokens in the school display so that there is a visual representation of the positive behaviours being displayed in school while fostering a collaborative responsibility. At the end of every half term the 'winning house' will have the opportunity to come to school in their own clothes on the last day of term. This 'good news' will also be shared with parents on newsletters.

### Celebration Assembly

Once a week the whole school meets for a 'Celebration Assembly' and certificates are awarded to congratulate children for academic achievement and for good behaviour and attitudes. A Star of the Week certificate recognises pupils that have displayed outstanding adherence to our 'Rights and Responsibilities' during the preceding seven days. A 'Learner of the Week' certificate recognises academic achievement during the same period. A 'Reader of the Week' certificate will be given to pupils to recognise their efforts in reading. Parents will be invited in once a term to participate in the celebration.

### Values Assembly

Bradshaw Primary School's values are at the heart of our school. Each term, we have a core value that we focus on and on a weekly basis, we will have an assembly which focuses on the half term's value. Our values link to our school ethos and PSHE curriculum and also refer to wider British Values. These values promote the spiritual, moral, cultural, mental and physical development of pupils and prepare pupils for the opportunities, responsibilities and experiences of later life. Teachers will acknowledge these values as part of every day school life and in addition, a 'proud post-box' is in place in school for children to congratulate each other on their contribution across school for these values. At the end of each half term, a celebration day will take place, linked to our values where possible, to celebrate whole school adherence to the policy.

### **The purpose of consequences:**

Whilst the vast majority of pupils respect the rights of others, at times pupils may need to realign their thinking with school expectations. If children at Bradshaw Primary School are seen to break the agreed behaviour policy without incurring any consequences, then the message we give is that the moral values of our school are unimportant. It is therefore essential to have a clear system of consequences that are fairly and consistently implemented that do not re-traumatise pupils who are vulnerable or prevent them from being able to express their emotions. Those children who need additional support with SEMH use

a point-based system to support them to self-reflect and recognise their achievements. The consequence for not regulating themselves within the support mechanisms put in place for them will be an inability to earn the full points for that session.

There is a strong emphasis on restorative justice and staff are instructed to bring those harmed by poor behaviour choices and those responsible for those choices into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom. School follows DFE guidance with regard to reasonable force and positive handling and it is always used as a last resort. Please refer to our positive handling policy.

At Bradshaw Primary School, we publicly celebrate positive behaviour to encourage a culture of recognition and motivation, while addressing any misbehaviour privately to maintain the dignity and respect of each pupil using the behaviour pathway. This approach fosters both confidence and accountability in our students. Conversations regarding inappropriate behaviour will be done in a quiet manner with a level tone of voice and in a 1:1 interaction. For our most vulnerable children who require an alternative system, this will be detailed in their IBP and will reflect their individual needs.

Whole class or school sanctions are not used at Bradshaw Primary School.

## **7. Managing behaviour and sanctions**

### **Our behaviour pathway:**

Praise in public, remind of expectations in private

- reminder
- verbal warning - this should entail a concise explanation of what is acceptable and why, relating to our rights and responsibilities.
- 'post it' in the 'Responsibilities book' - this is a staging post from which the child can reflect and modify their behaviour in order to continue to make good choices and resume learning.
- Name written in the 'Responsibilities book' – detail which right/responsibility has not been upheld and this would also result in immediate proportionate loss of break or lunchtime to act as a follow up / reparative conversation with the most appropriate adult involved.
- On occasions, if behaviour persists, it may also be necessary to provide the children with space to cool off / calming time in class or in another class with member of SLT – record this on CPOMS
- If there is not an improvement in behaviour after the above step, or the above happens twice in one week, a phone call will be made to the parents by class

teacher. If a name is written in the book three times over a half term then the headteacher will make the phone call and send a letter to outline the issue and to put provisions in place to help improve behaviour (See Appendix 2)

Additional steps/provisions of the pathway may include:

- Extra work or repeating unsatisfactory work until it meets the required standard
  - Separating the child for a short period of time – to work with an adult who will engage them in a purposeful, supported activity to explore their behaviours
  - Asking the pupil to go to a safe space for a short period of time to reflect on their behaviour. This should be for the least amount of time possible and followed up with a member of staff speaking to the child about their behaviour
  - Expecting work to be completed at home, or at break or lunchtime
  - Loss of privileges eg non-participation in an upcoming event/ activity
  - School based community service or imposition of a task eg litter picking, tidying the grounds
  - Additional letters or phone calls home to parents
  - Agreeing an individual behaviour plan in collaboration with the behaviour lead (and SENDco, if appropriate)
  - Conversation with the Headteacher or Deputy Headteacher about the disciplinary issue.
  - Confiscating any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.
- If a child has 3 losses of breaktime/lunchtime in a week, then parents will also be contacted via a phone call to discuss next steps.

The steps outlined above refer to most children but may be modified for those with identified vulnerabilities or SEND, as per any IEP or IBP.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the Designated Safeguarding Lead, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.

Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.

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

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

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

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

### Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear. The class teacher must always report a bullying incident on CPOMS and ensure that the head teacher is notified.

Acts of bullying, physical assault and intimidation will lead to the following sanctions:

- Missing break time until the head teacher can ensure the safety of the other children
- Loss of privileges – for instance, the loss of a prized responsibility or not being able to participate in a non-uniform day.
- Removal from the class with learning taking place in isolation for a limited period.
- Suspension or permanent exclusion.

Parents will be informed immediately about their child's behaviour and informed of the future sanctions if the behaviour is repeated. After an incident of bullying, the class teacher must speak again with the victim, bully and the parents of both to ensure that the situation has been resolved and there have been no further incidents. Any Bullying incidents will be recorded on CPOMS.

### **Behaviour toward staff, visitors and volunteers**

The staff at the school and any visitors, volunteers, student teachers or teaching assistants should be treated with respect and courtesy. If they are subject to disrespectful actions or comments, sanctions will apply:

- Missing break time
- Being sent to the head teacher or senior member of staff
- Removal from the class with learning taking place in isolation for a limited period.
- Where physical violence or verbal abuse takes place towards a member of staff or pupil, or behaviour that persistently puts staff and/or others at risk of harm (either physically or emotionally) the school will escalate the sanction in line with the suspension and exclusion policy.

### **Malicious accusations**

If a child makes a malicious accusation, verbally abuses or physically assaults a member of staff or other adult in school, they will face the following sanctions depending on the severity of the incident:

- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or class trip.
- Removal from the class with learning taking place in isolation for a limited period.
- Suspension or permanent exclusion

Parents will be informed immediately about their child's behaviour and informed of the future consequences if the behaviour is repeated

### **Property**

Staff have the legal powers to confiscate property from pupils as set out in Section 9 of this policy. Power to search without consent for "prohibited items" is set out in the guidance document 'Screening, Searching and Confiscation' on the Department of Education website. All staff must obtain guidance and support from the deputy or head teacher before carrying out a search without consent.

In addition to this, the general power to discipline enables a member of staff to confiscate and retain a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The property will always be returned to the pupil within 24 hours of it being confiscated, unless it is an item which the staff member deems should be handed to an adult responsible for them. If the item is confiscated on a residential trip, it may be returned at the end of the visit if appropriate.

## **8. Prevention strategies and intervention for unacceptable behaviour**

### **Positive Relationships**

Positive teacher-pupil relationships are key to our philosophy. The school focuses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Teachers will implement a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom- know all children's names
- Ensuring pupils understand what is expected of them.

- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and break time.
- Focusing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Within the classroom, teachers establish clear expectations for manners and respect for pupils – this includes:

- Having clear sets of expectations and routines that are understood by all pupils.
- Acknowledging and giving praise when a pupil demonstrates good manners.
- Encouraging pupils to treat others with respect by modelling the desired behaviour.
- Informing pupils of the importance of treating others the same way they like to be treated.
- Role playing various situations to demonstrate appropriate responses, so they understand how to act in a given context.
- Establishing an environment to help pupils understand basic manners and respect.
- Showing empathy by recognising and validating children's feelings and emotions
- Teaching pupils the importance of showing respect to each other.
- Establish agreed rewards and positive reinforcements and clear responses for handling behavioural problems.
- Making effective use of the physical space available.

Teachers will implement a number of strategies to ensure there is good communication.

- Clear, specific instructions- chunk information
- Children repeat back
- Clear body language/ facial expression
- Remove the audience
- Use thank you instead of please

We understand that sensory input plays a part in emotional regulation and in turn behaviour. We recognise that children may need a sensory diet that involves calming activities or energy releasing opportunities depending on their physical/mental state at that moment and provide those for children as needed.

The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted and pupils are taught to be resilient, reducing the likelihood of SEMH-related behavioural issues.

## **Routines**

The school understands that pupils work best when there is an established routine, and that most behavioural problems arise as a result of a lack of a consistent routine. Teachers establish classroom routines at the beginning of the academic year in conjunction with pupils and revisit these daily. Once a routine has been established, the teacher models this for pupils to ensure they understand it. Teachers explain the rationale behind the routine to help pupils understand why it is needed, as well as the consequences that will be imposed if a pupil does not adhere to the routine. Teachers ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment.

Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour, always linked to our 'Rights and Responsibilities'.

## **The classroom environment**

In order to promote positive behaviour, the school understands that a well-structured environment is paramount.

Teachers employ strategic seating arrangements to promote positive social and collaborative interactions such as;

- Careful placement near additional adults who can support and model interactions.
- Careful placement to ensure children are in pairs and groups with peers that they are able to interact with in a collaborative and productive way to facilitate learning.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.
- Wherever possible, teachers avoid standing with their backs to pupils and ensure they have a full view of the room at all times.

Before starting lessons, teachers ensure they have the full attention of all pupils, then explain the task clearly so all pupils understand what they are supposed to be doing.

Teachers establish different methods for regaining pupils' attention, e.g. clapping hands twice means pupils must stop what they are doing and look at the teacher.

## **Understanding behaviour**

Where pupils frequently display behaviour that shows a need for additional support to be put in place, the school uses the antecedent-behaviour consequence (ABC) analysis to determine appropriate next steps – this involves:

- Antecedent (A): what happens before the behaviour occurs.
- Behaviour (B): the behaviour that occurs.
- Consequence (C): the positive or negative results of the behaviour.

Using the ABC analysis, staff are able to identify when the behaviour is likely to occur, and the support that needs to be put in place to support the child to recognise what is creating the difficulty and regulate their emotions.

When conducting the ABC analysis, staff will ask themselves the following questions to ensure the analysis is effective:

- What appears to be the underlying cause of the pupil's behaviour?
- Where and when does the pupil display this behaviour?
- What are the triggers of the behaviour?
- What acceptable behaviour can the pupil use to ensure their needs are met?
- What strategies can be implemented for behaviour change?
- How can the pupil's progress be monitored?

An IBP (individual behaviour plan) is created once the ABC analysis is complete – this outlines the child's individual strengths and difficulties and how they can best be supported.

Necessary staff members will be familiar with the pupil's plan to ensure staff are equipped to support the child in the most appropriate way.

Pupils and their parents are involved in the development of the plan and this is reviewed at least fortnightly by the parent, pupil and their teacher – the plan will be reviewed sooner if it is not effective

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

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

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

- Frequently engaging with parents
- Providing mentoring and coaching
- Short-term behaviour plans
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

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

### **Behaviour curriculum**

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

### **Preventative measures for pupils with SEND**

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

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

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

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

### **De-escalation strategies**

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

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

## **Physical intervention**

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

Physical restraint will only be used as a last resort. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes an exclusion, in line with the Suspension and Exclusion Policy. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

## **Removal from the classroom**

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

The pupil will be moved to a room that is:

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

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

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

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met. The amount of time that a pupil spends removed from the classroom will be up to the

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

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

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary. Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

## **9. Sexual abuse and harassment**

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

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexualised activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online, etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "up skirting", "down blousing", or flashing
- Purposefully cornering or hindering an individual's normal movements
- Misuse of school equipment to search for indecent images or videos
- Participation in sexualised discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form or electronic communication

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to

stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. The school will work with children and parents to address the effects of harassment and will offer and provide counselling services for victims, if required.

## **10. Smoking and controlled substances**

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

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

## **11. Prohibited items, searching pupils and confiscation.**

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

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

The following items are banned from being carried within the school premises:

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol

- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

- Knives
- Razors
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

Other items:

- Liquid correction fluid
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist, etc.)
- Aerosols, including deodorant and hair spray
- Chewing gum

All members of staff can use their power to search without consent for any of the items listed above. Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff. Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats. A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything which they have reasonable grounds to suspect is a prohibited item.

The school is not liable for any damage to, or loss of, any confiscated item.

The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

For all other items, it is at the discretion of the member of SLT to decide if, and when, an item will be returned to a pupil. Parents will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office. The head teacher will always be notified when any item is confiscated.

## **12. Behaviour outside of school premises**

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

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

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

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

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

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

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

### **13. Data collection and behaviour evaluation**

The school will collect data from the following sources:

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

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

### **14. Monitoring and review**

This policy will be reviewed by the headteacher and SLT on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant

stakeholders. This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.