# Behaviour Policy

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| **Reviewed by:** | Anna Yates |
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| This policy is based on an original template produced by The National College. Burscough Village Primary School has reviewed, adapted and amended the content to ensure it reflects the school's own context, practice and statutory responsibilities. | |

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**Statement of intent**

This policy sets out the expectations of behaviour at Burscough Village Primary School. As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes. We have high expectations for good behaviour throughout the school and at all times during the school day.

**Supporting Behaviour Through Values and Care**

Our values shape everything we do—from how we learn and play, to how we treat one another and grow together. They guide our choices, our relationships, and our vision for the future.

**Pupil Code of Conduct/Promise**

Everyone at Burscough Village Primary School has the right to:

Learn in a calm, focused environment
Feel safe—physically and emotionally
Be respected by all people

These rights, alongside our values and curriculum drivers, guide the way we learn, interact, and grow together every day.

Our Values:

- ❤️ Respect – Treating others kindly and fairly
- 🧡 Teamwork – Helping, listening, and working together
- 💛 Aspire – Trying our best and aiming high
- 💚 Independence – Making good choices and thinking for ourselves
- 💙 Resilience – Keeping going, even when things are tricky

These values are woven into our curriculum, assemblies, and everyday routines. They help us create a school where children feel safe, respected, and inspired to be their best selves.

**We feel it is vital that the school adopts and maintains a consistent approach to behaviour at all times and by all members of the school community.**

**Aims**

- To promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos.
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe.
- To help pupils develop self-respect, self-control and accountability for their own behaviour.
- To further promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourselves and others.
- To encourage the partnership between home and school

We are a caring inclusive school and aim for every member of our school community to feel valued and respected. We all have the right to be treated well and fairly. The school behaviour policy is therefore designed to encourage the way in which all members – pupils, staff, parents and governors, can work together in a mutually supportive way. It aims to promote an environment where everyone feels safe and secure and where the health and well-being of individuals is paramount. Relationships should be based on fairness, honesty, courtesy and consideration. Our behaviour policy focuses on positive behaviour management, promoted and supported in the following ways:

- A carefully planned inclusive curriculum
- Effective classroom management (See also Teaching & Learning Policy, Assessment policy)
- Adult and peer role-modelling
- Whole school behaviour management plan
- Behaviour code of conduct
- Playtime and lunchtime provision (structured playground games, lunchtime clubs)
- Personalised programmes/ support from outside agencies
- Emotional and Social groups
- Nurture provision
- ELSA leader
- School Play Therapist
- School Mental Health Leader
- School Mental First Aider

Burscough Village 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.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

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

## 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 (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- Updated: DfE (2026) 'Keeping children safe in education 2026' statutory guidance, including Part One: safeguarding information for all staff.
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- Updated: DfE (2026) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' statutory guidance, effective from 26 July 2026.
- Updated: DfE (2026) 'Mobile phones in schools' statutory guidance, updated 29 June 2026 and to be followed from 1 September 2026.
- DFE (2024) 'Creating a school behaviour culture: audit and action planning tools'
- Updated: DfE (2026) 'Working together to improve school attendance' statutory guidance, where behaviour, attendance and safeguarding concerns overlap.
- Updated: DfE filtering and monitoring standards, including 2026 expectations relating to AI-generated, dynamic and personalised online content.

This policy operates in conjunction with the following school policies:

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

- Personal Electronic Devices Policy
- Updated: Online Safety Policy, including filtering and monitoring arrangements.

## 2. Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.
- 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 headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of principles made by the governing board and having regard to guidance provided by the governing board on promoting good 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.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

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:
    - Headteacher.
    - Deputy Headteacher
    - SENCO
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

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

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.

- Informing the school of any changes in circumstances which may affect their child's behaviour.

## 3. Definitions

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

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Updated** **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature – this may include bullying via text or images generated by artificial intelligence (AI).
- 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
- 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.

## 4. Staff induction, development and support

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

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

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

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.

Updated: All staff, including those who do not work directly with children, will read Part One of Keeping children safe in education 2026. Staff induction and ongoing training will make clear that behaviour, attendance, online safety, mental health, SEND, child-on-child abuse, misogyny, harassment and early help are all connected to the school's wider safeguarding responsibilities.

## 5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will 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 promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

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

procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Updated: Staff will remain alert to behaviour that may indicate a pupil needs help or protection, including sudden changes in behaviour, repeated absence, emotionally based school avoidance, concerning online behaviour, signs of exploitation, bullying, abuse, neglect or wider family difficulty. Where appropriate, the school will consider whether Family Help, Early Help, pastoral support, SEND support or a safeguarding referral is required.

## 6. Managing behaviour

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

Updated: Staff will record behaviour incidents on Behaviour Smart and/or CPOMS under the appropriate behaviour and/or safeguarding category. Records will be used to identify patterns, including whether behaviour may indicate mental health needs, SEND, attendance concerns, online harm, bullying, exploitation, neglect, abuse or a need for early help. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

Despite positive responses as a means to encouraging good behaviour, it may be necessary to employ some consequences if unacceptable behaviour escalates to enforce the school rules and to ensure a safe and positive learning environment. We operate a hierarchy of corrective interventions and consequences, working from the least to most intrusive. The hierarchy is made explicit to the children as is the link between the behaviour and consequence.

A variety of low-level intervention strategies are used initially, such as nonverbal signals, reminders and close adult proximity to re-direct and encourage children to stay on track. If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach the children they are responsible for their own behaviour. Within the classroom, the following consequences will be used for increasingly inappropriate or continued disruptive behaviour. However extreme behaviour, such as physical aggression towards others, will result in immediate removal from the classroom/area/playground and/ or being sent to a senior member of staff or the Headteacher. The emphasis at any stage is on the child being re-engaged in the lesson, playtimes or lunchtimes and their learning as soon as appropriate.

**Consequences**

*Stage 1:* Verbal reminder of the expected behaviour and school rule

*Stage 2:* Thinking time within classroom or stood next to an adult outside to observe the correct behaviour or give time to calm down. Child moved from where they are sitting or playing. (1-3 minutes for KS1, 3-5 minutes for KS2)

*Stage 3:* Time taken off playtime or lunchtime to make up for learning time missed. At break time, child referred to class teacher or senior member of staff on duty.

- Name recorded on Behaviour Smart and/or CPOMS (behaviour log).
- Repeated incidents or reaching Stage 3 regularly will be reported to parents at the end of the day or as soon as possible, in person or by phone call.
- Child to complete a Reflection sheet and discussed with an adult. (if appropriate)

*Stage 4:* If unacceptable/ disruptive behaviour continues, the unacceptable behaviour will be dealt with by a member of the Senior Leadership Team or Headteacher.

- Time out working away from class for allocated period of time.
- Child to complete a Reflection sheet and discussed it with the initial adult dealing with the behaviour, where possible.
- Meeting with parent arranged and recorded. Possible use of timetable to monitor behaviour/ individual behaviour.
- Targets for improved behaviour.
- Interventions or specialist support to address the unwanted behaviour and needs of the child.

With persistent disruptive behaviour or extreme behaviour incidents, children will be expected to complete a reflection sheet. This will be kept on file along with the incident record on Behaviour Smart and/or CPOMS. If appropriate, consequences may also involve making reparation for the unacceptable behaviour, e.g. writing a letter of apology, apologising to children or staff, tidying an area.

Updated: Extremely unacceptable behaviour will be reported to the Headteacher or a member of the Senior Leadership Team. A phone call will be made to parents the same day. For continual unacceptable behaviour, or in cases of serious verbal or physical aggression, the child may be removed from their class for a supervised period of time. This may also lead to a suspension, or on rare occasions, a permanent exclusion.

Following an incident of unacceptable behaviour, adults will have a conversation in an appropriate space with the child when they are calm, focusing on 'repair' and 'putting it 'right' to ensure a sense of closure. It will also focus on the child taking responsibility for their own actions and may involve the use of prompt questions, such as: How did you make other people feel? Is there anything you wish you'd done differently? What can you do to put it right? Is there anything I can help you with, so it doesn't happen again?

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff.
- The SLT member will investigate the incident and decides whether it constitutes unacceptable behaviour.
    - If the SLT member deems the incident to be unacceptable behaviour, they will record the incident. The behaviour will also be recorded on the pupil's permanent record using Behaviour Smart and/or CPOMS.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the SLT member will determine the period the pupil will be removed from the classroom.
- The SLT member will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

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

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support and a Support plan such as an individual Behaviour plan will be put in place.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, IBP will be created to outline the necessary provisions in place.
- Updated: Referral to specialist support, where appropriate, to identify underlying needs and reduce the likelihood of inappropriate behaviour recurring.

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

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction 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 sanction 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 sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are 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.

Staff are aware of the need for Early Help for pupils who have experienced multiple suspensions or at risk of being permanently excluded from school.

Updated: Suspension and permanent exclusion will only be used where lawful, reasonable, fair and proportionate. Permanent exclusion will be used only as a last resort. Where appropriate, the pupil's views will be considered and the school will record how these have been taken into account. Temporary separation for safeguarding reasons will be treated as a safeguarding measure and not as a disciplinary exclusion.

Updated: Any use of off-site direction or managed move will follow the updated statutory guidance, including appropriate consultation, information sharing, consideration of safeguarding and SEND, and clear review arrangements. Managed moves will not be used as informal or trial exclusions and will follow the correct admissions process.

Updated: **Behaviour in before and after school club:** The school's behaviour expectations apply during before and after school club (Kids' Club), as children remain under the care and supervision of school staff. Staff will use reasonable, proportionate and age-appropriate strategies to support positive behaviour, de-escalate incidents and keep children safe. However, the staffing structure, ratios and activities within wraparound care mean that some behaviour responses used during the main school day, such as extended reflection time, individual supervision away from the group or immediate support from a senior leader, may not always be possible.

Where a child's behaviour presents a risk to themselves, other children or staff, or prevents the safe running of the club, parents/carers will be contacted and asked to collect their child early. If a parent/carer is unable to attend, the school will make reasonable efforts to contact named emergency contacts and will continue to supervise the child as safely as possible until they are collected. Repeated or serious incidents may result in a review of the child's place at the club, including whether additional support, reasonable adjustments or temporary or permanent withdrawal from the provision is necessary to ensure the safety and wellbeing of all children.

## 7. Prevention strategies, intervention, and sanctions for unacceptable behaviour

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

**Initial interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe 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, including home visits where necessary
- Providing mentoring and coaching
- Behaviour plans
- Nurture Support
- Emotional and Social interventions
- Play Therapy
- Support from Inclusion Hub or local authority teams
- ELSA intervention
- Early Help Support
- 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 an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

**Behaviour curriculum**

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

Every Monday, each class has a PSHE session to teach the children about emotional, health and social needs. This may be focused curriculum content or may change according to the needs of the class. E.g. If class social media groups are presenting problems or falling out on the playground.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be

made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

**Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. This links with our school values of Teamwork and Respect. Burscough Village Primary School prides it's self on the nurturing relationships that staff build with the pupils. This will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

**Preventative measures for all pupils and specifically with SEND**

At Burscough Village Primary School, we have a responsibility to provide an environment that enables our children to achieve their full potential. We do this by creating a nurturing, positive and personalised learning environment that engages all children with high expectations. We aim to equip our children with the skills to:

-Be effective and successful learners

-Manage their own emotions and responses

-Manage their feelings

-Develop positive self-esteem

-Regulate their emotions and feelings

-Develop independence and resilience.

We use a nurturing approach and teach our children to self-regulate using the zones of regulation. We are proactive in building regular movement breaks into our school curriculum. All classes have regulation stations and calm area to support the children. We have a Wave approach to SEND and, where further intervention is identified, planned sensory breaks support our children. Some children who can become dysregulated have planned timetables to manage their needs. We may use our Nurture Nest to provide a quiet, calm space to regulate emotions.

If a situation has escalated and a child is presenting with strong physical or emotional needs, we may use the PRICE training, emphasising de-escalation and positive handling in conflict management. Further information can be found in our Restrictive Intervention and Reasonable Force Policy. We teach our staff the importance of self-regulation and understand the triggers for both them and the children: essentially a dysregulated adult cannot regulate a dysregulated child, and calm consistency is the key.

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.

Updated: 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 Communication and Regulation plans to support the children, taking into account the specific circumstances and requirements of the pupil concerned. A range of strategies are used to teach children about the zones of regulation and ways to calm down in different situations.

**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
- Taking to a calming space, nurture room, zen zone, well-being hub or therapy space
- 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

**Restrictive intervention and reasonable force**

- The school follows current Department for Education guidance on restrictive interventions, including the use of reasonable force. Staff will always seek to prevent and de-escalate situations wherever possible. Restrictive intervention will not be used as a punishment and, where it is necessary to maintain safety, staff will use the least restrictive intervention for the shortest time necessary.
- Particular consideration will be given to pupils with SEND, disabilities, medical conditions or other vulnerabilities, including any reasonable adjustments and individual support or risk management plans.
- Significant incidents involving the use of force will be recorded as soon as practicable and parents/carers will be informed as soon as practicable. The school will endeavour to complete the record and provide written notification to parents/carers on the same day.
- Further information about prevention, reasonable force, restrictive intervention, recording, reporting, post-incident support and review is contained within the school's Restrictive Intervention and Reasonable Force Policy.

**Removal from the classroom**

Updated: The school may decide to remove pupils from the classroom for a limited period. Where possible, pupils will be supported in an appropriate space by a member of staff; however, during teaching hours this may not always be possible because senior staff and

other adults may have teaching or supervision responsibilities. In these circumstances, it may be necessary and proportionate for a pupil to be moved from one class to another class, or to another supervised area, so that teaching and learning can continue safely and disruption is reduced.

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.

Updated: Where a pupil is moved to another class as a removal from the classroom, the receiving adult will be informed of the reason for the move and the expected work or regulation activity, where appropriate. The arrangement will be for the shortest appropriate period and will be reviewed to support the pupil's safe reintegration back into their usual class.

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.

Updated: The use of removal from the classroom will be recorded and monitored, including patterns by pupil, group, SEND, vulnerability, protected characteristics, attendance and safeguarding indicators. Removal will not be used disproportionately and will remain for the shortest appropriate period, with education, supervision, wellbeing and reintegration considered throughout.

Updated: **Individual pupil risk assessments:** Where a pupil has harmed another person, attempted to harm another person, caused significant damage to property, or presented behaviour that creates a foreseeable risk to themselves, other pupils, staff or visitors, the

school may complete an individual pupil risk assessment. The purpose of the risk assessment is to identify triggers, risks, protective factors, supervision arrangements, reasonable adjustments, de-escalation strategies, regulation support, communication plans and agreed responses so that the school can maintain a safe environment for all. Risk assessments will be proportionate to the level of risk, reviewed regularly, updated following significant incidents, and shared with relevant staff on a need-to-know basis. Parents/carers, the pupil where appropriate, the SENCO, DSL, pastoral staff and external professionals may be involved where this supports safer planning and reduces the likelihood of further harm or damage.

## 8. Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to 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-on-Child Abuse Policy**.

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

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Updated: The school will challenge and address misogyny, misandry, gender-based bullying, harmful sexual behaviour and all forms of harassment through an age-appropriate, preventative whole-school approach. This will include teaching respectful relationships, encouraging pupils to report worries, and responding to incidents in line with the Child Protection and Safeguarding Policy and Child-on-child Abuse Policy.

## 9. Smoking and controlled substances

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

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

Updated: Vapes and e-cigarettes are not permitted on the school site. This includes disposable vapes, rechargeable vapes, vape pens, pods, cartridges, liquids and any associated

accessories. Any pupil found using, possessing, sharing, distributing or bringing a vape or related item into school will be managed in line with this Behaviour Policy, the Smoke-free Policy, the Pupil Drug and Alcohol Policy, the Child Protection and Safeguarding Policy, and the Searching, Screening and Confiscation Policy. Items may be confiscated where reasonable and proportionate, parents/carers will be informed, and the incident will be recorded on Behaviour Smart and/or CPOMS. Where there are concerns about substance use, exploitation, peer pressure, health, safeguarding or repeated incidents, the school will consider appropriate support, education, early help or referral to specialist services.

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.

## 10. 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 Restrictive Intervention and Reasonable Force Policy. The prohibited items where reasonable force may be used are:

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

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

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

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

Updated: Where a search, confiscation or behaviour incident identifies online safety concerns, including AI-generated content, harmful imagery, cyberbullying, misinformation, disinformation or online harassment, staff will record and respond to the concern in line with the school's safeguarding and online safety procedures. Filtering and monitoring information may be reviewed where appropriate.

Updated: In line with DfE (2026) statutory guidance, Burscough Village Primary School is a mobile phone-free environment by default. Pupils must not use mobile phones, or smart technology with similar functionality, at any point during the school day, including during lessons, movement around school, breaktimes and lunchtime.

Updated: Where pupils bring a mobile phone to school, it must be switched off and handed in or stored securely in line with the school's agreed procedures. Any exception will be considered on an individual basis and agreed by school leaders, for example for medical, SEND, safeguarding or other exceptional circumstances.

Updated: Any breach of this expectation will be managed in line with this Behaviour Policy, the Personal Electronic Devices Policy, Online Safety Policy and Searching, Screening and Confiscation Policy. Staff may confiscate a mobile phone or similar device where this is reasonable and proportionate, and parents or carers will be informed where appropriate. The school will communicate expectations clearly to pupils, parents, carers and staff so that the approach is understood and applied consistently.

## 11. Effective classroom management

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

- Start the year with clear sets of rules and routines that are created and understood by all pupils. This is completed during transition sessions in most year groups.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

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

### Classroom rules and routines

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what acceptable behaviour is and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive

language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

Updated: The Pupil Code of Conduct sets out the expectations for all members of the school community to follow. In younger years, staff will use the Rainbow Rules to support children's understanding of positive behaviour in an age-appropriate way.

Everyone at Burscough Village Primary School has the right to learn in a calm, focused environment, feel safe physically and emotionally, and be respected by all people.

We achieve this through our school values: ❤️‍🩹 Independence – making good choices and thinking for ourselves; ❤️‍🔥 Resilience – keeping going, even when things are tricky; 💛 Teamwork – helping, listening, and working together; 💚 Respect – treating others kindly and fairly; and 💙 Aspire – trying our best and aiming high.

These rights, alongside our values and curriculum drivers, guide the way we learn, interact and grow together every day. Burscough Village Primary School is a place where everyone belongs. We help every child try their best, support one another and never give up, ensuring each child feels safe, respected, inspired and ready to shine.

Updated: The Pupil Code of Conduct, including the Rainbow Rules in younger years, will be clearly displayed in classrooms and in Kids' Club, and referred to throughout the day so that expectations are taught, modelled, practised and reinforced consistently across the school day and wraparound provision.

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

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

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

**The classroom environment**

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

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

- Seating those who need more assistance with behaviour closest to, and facing, the teacher.
- Giving careful consideration to where children seat and the dynamics/relationships of the children in the class.
- 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.

**Updated:** All classes have a **regulation zone** that provides children with space and time to reflect, regulate and return to learning when they are ready. This is used as a supportive strategy to help children manage emotions and behaviour in a calm and positive way. Classes also have a **concentration station** where children may choose, or be supported, to move so they can sit independently and complete their work with fewer distractions. The concentration station is not a consequence space and should not be used as a place to move children simply because they are not following the rules.

**Recognition – Praise & Rewards**

We aim to create a healthy balance between recognition and consequences with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis is on positive behaviour management through

RECOGNITION and PRAISE, which should be given whenever possible for both work and behaviour. Recognition and tangible rewards are given on individual, group and whole class levels in order to promote a sense of both individual and corporate responsibility.

- Praise and positive individual or group recognition
- Communicating praise to parents
- Stickers – either worn by the child or collected on a chart or in their schoolbooks
- Positive recognition to parents at the end of the session/ day
- Showing work to another adult/ class/ Headteacher
- Certificates (presented in assembly)
- Calls home to parents
- Rewards from the Headteacher
- Half termly/Yearly awards linked to the School Values
- House points / House Trophy awards (half-termly).

**House Points**

Children are rewarded house points for making good choices; kind to a friend, making other adults or children happy, sharing, using good manners, having a growth mindset or overcoming challenges to name just a few. Staff will award 1 house point at a time. Labelled praise will be used. For example, '**Well done you have a house point for using good**

**manners**,' **'Well done you can have a house point for sharing with your friends and listening carefully in assembly'** or **'Well done, a house point for helping to tidy up at the end of lunchtime.'** Each class will record house points on their house chart. Once a child receives 10 (Infants) and 20 (Juniors) house points they will receive a certificate. At the end of the week, the year 6 monitors collect the total of house points from every class. The results will be shared in assembly and at the end of the half-term the winning house will get to have a non-uniform day. The house points will be wiped clean for the next half-term. Over the year the house points will continue to be collated for an end of year house prize.

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

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

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

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

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

## 12. Effective pupil support

Updated: The school recognises that some pupils may need access to supportive spaces where they can regulate, reflect and return to learning or social activities when they are ready. This may include the Nurture Nest, regulation zones, calm spaces, wellbeing spaces, or other supervised areas used during teaching time, lunchtimes or break times. These spaces are not used as alternative provision or as a punitive sanction; they are part of the school's graduated, preventative and supportive approach to helping pupils understand and manage their emotions and behaviour. Preventative measures may include sensory circuits, movement breaks, calming activities, individual regulation plans, social and emotional interventions, ELSA support, work with the school play therapist, and involvement from the SENCO, senior mental health lead, pastoral staff, parents/carers or external agencies where appropriate. Designated

wellbeing staff will have clearly defined responsibilities and an accurate understanding of identified pupils' needs so that support is planned, reviewed and adapted to reduce the likelihood of inappropriate behaviour recurring.

## 13. Updated: Behaviour outside of school premises

Pupils are expected to represent Burscough Village Primary School positively when they are in school, taking part in school-related activities, travelling to and from school, wearing school uniform, or otherwise identifiable as a pupil of the school. The expectations set out in the Pupil Code of Conduct apply both within school and, where relevant, in the wider community and online.

Staff may apply behaviour sanctions, where reasonable and proportionate, for misbehaviour outside the school premises, including online conduct, where the pupil is:

- wearing school uniform;
- travelling to or from school;
- taking part in any school-related activity;
- otherwise identifiable as a pupil at the school.

Staff may also apply behaviour sanctions, where reasonable and proportionate, for misbehaviour outside the school premises, including online conduct, where the behaviour:

- could negatively affect the reputation of the school;
- could pose a threat to another pupil, a member of staff, or a member of the public;
- could have repercussions for the orderly running of the school;
- involves bullying, harassment, discriminatory behaviour, harmful sexual behaviour, sharing harmful content, cyberbullying, AI-generated content, or other online behaviour that affects pupils' safety, wellbeing or relationships in school.

Where behaviour outside school raises safeguarding, child-on-child abuse, online safety, criminal behaviour, exploitation, SEND or wellbeing concerns, staff will record and respond to the incident in line with the Behaviour Policy, Child Protection and Safeguarding Policy, Online Safety Policy and other relevant procedures. The Headteacher, DSL, SENCO, parents/carers, external agencies or the police may be involved where appropriate. Any response will take account of the pupil's age, individual circumstances, SEND, safeguarding context and the need to maintain a safe, calm and respectful school environment.

This keeps the school's powers clear while adding the important safeguards: reasonable and proportionate, online conduct, safeguarding links, SEND context, and DSL/SENCO involvement where needed.

[Updated] Any bullying, including cyberbullying (which may include messages or images generated using AI), witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Antibullying 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.

Updated: Online behaviour outside school may be treated as a behaviour and/or safeguarding concern where it affects the safety, wellbeing, reputation or orderly running of the school. This includes AI-generated content, edited images, harmful messages, online harassment, cyberbullying and content that may contribute to peer conflict or risk.

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.

## 14.Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture
- Updated: Online safety behaviour incidents, including cyberbullying, AI-generated content, harmful imagery and filtering or monitoring concerns.

Updated: The data will be monitored and objectively analysed termly by the headteacher and the SLT, with governor oversight of behaviour, suspension, exclusion, removal, off-site direction, managed move, searching and online safety trends. Analysis will consider protected characteristics under the Equality Act 2010, SEND, vulnerability, attendance, safeguarding indicators and whether existing support or systems require review.

## 15. 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.

Updated: The next scheduled review date for this policy is September 2027.