



Burtonwood Community Primary School

Positive Behaviour Policy

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Review Date and Summary of Changes

Date of review	Summary of changes
March 2026	Removal of guidance around smoking and illegal substances.
	Introduction of the Values-based Behaviour Expectations
	Introduction of House Points as a behaviour reward.
	Introduction of process to support dysregulated children through the use of the Zones of Regulation
	Appendix 1- Adapted to demonstrate the new values-led behaviour expectations
	Appendix 2- Illustration of the Zones of Regulation with usage description

Signed by:



Headteacher

Date: 10/03/2026



Vice Chair of
Governors

Date: 10/03/2026

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Statement of intent

Burtonwood 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 disciplining 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
- **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
- DfE (2013- Updated December 2025) 'Use of reasonable force in Schools'
- DfE (2015- Updated August 2025) 'Special educational needs and disability code of practice: 0 to 25 years'
- 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) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022- Updated August 2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2023) Supporting Pupils where Mental Health is Affecting Attendance
- DfE (2025) Keeping Children Safe in Education

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. Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline 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.

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.

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's Positive Behaviour Policy, but governors may give advice to the head teacher about 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 behaviour expectations 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 behaviour expectations and any disciplinary sanctions.

- 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 **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.

The **Mental Health (ELSA) Professional** will support with:

- 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.
- Introduce and develop strategies to support those children with SEMH needs, including practices around the use of the Zones of Regulation. This has two facets: The whole school approach to the use of Zones of Regulation and individualised approaches to supporting children with identified SEMH needs.
- Supporting behaviour management in line with the SEND school information report.

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 and adapting 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 Burtonwood BE-behaviours 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 Burtonwood BE-behaviours 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.
 - Deputy Headteacher
- 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 behaviour expectations 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 within this policy and the behaviour overview shared with parents. 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.

Behaviour which may denote “**unacceptable, high-risk behaviours**” include:

- Possession of banned items
- Truancy and running away from school
- Trying to leave the school grounds
- Refusing to comply with disciplinary sanctions
- Theft of personal or school items
- 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 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
- 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 when the challenging behaviours defined in the policy, are repeatedly referred to senior leaders.

“Challenging behaviour” is defined as:

- Discriminative abuse including the use of derogatory language
- Verbal abuse including name calling
- Bullying including cyber-bullying
- Persistent disobedience or destructive behaviour
- Extreme behaviour, e.g. running away from school, entering prohibited spaces
- Repeatedly disturbing the learning of others
- Any behaviour that seriously inhibits the learning of pupils (for example, locking classroom doors)

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.

Sanctions available to the senior leadership team following a referral for high risk and challenging behaviours include:

- Loss of Breaktime
- A formal meeting with parents
- Internal exclusion where a child will go to another class for a fixed period of reflective time
- Loss of privileges
- Suspension for a fixed period of time
- Permanent exclusion for repeated high risk and challenging behaviours.

5. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture where the school’s approach being explained and shared, 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. This may include senior leaders, the SENCO, ELSA colleagues and for any colleagues where behaviour has been highlighted on their PDR document.

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. Effective Classroom Management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Quality first teaching, which provides interesting and engaging learning activities, remains the most effective way to ensure a positive and productive classroom environment. Demonstrating effective classroom management will allow staff to:

- Start the year by revisiting our Burtonwood Be-haviour Expectations.
- Share the agreed rewards and allocate house teams
- Establish clear responses for handling behavioural problems, including sanctions.
- 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 Value-based behaviour guidance, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Values-based Behaviour Expectations

Our behaviour expectations have been developed with our school values in mind, and these are the thread that runs through all of our conduct within classrooms and across the school.

Our school values are guided by our 'Burtonwood BE's':

Be Respectful
Be Prepared
Be Engaged
Be Brave

Our Burtonwood BE-haviour Expectations are based on the key elements detailed below:

Wonderful Work (Be Engaged in completing our classwork to a high standard)
Delightful Dinnertimes (Be Respectful and recognise that not everyone likes noise)
Calm Corridors (Be Prepared to move around school in calm, quiet and respectful manner)
Positive Play (Be Brave in knowing that we may fall out but how to address this)
Star Sitting (Be Engaged, demonstrate positive learning behaviour and be ready to work)
Clutter-free Cloakrooms (Be Prepared to store items correctly and keep our school environment tidy)

These phrases will be used to structure our conversations with children. This will ensure a consistent level of language which has a positive tone. These will also be displayed in classrooms, on the corridor and will have a visual representation for younger children. It is recognised that as the children get older, the phrasing of these expectations will need to be adapted but should retain the same emphasis, for example, by removing the alliteration and referring to the place 'What is our expectation in the cloakroom?'

Children will also gain '**House Points**' for demonstrating these expectations. These qualities will be shared with the children through whole-school assemblies and during conversations with the school council, which will then be reported to senior leaders. This allows all members of the school community to demonstrate and contribute to these expectations.

Classroom rules and routines

Routines, based on the Burtonwood BE-haviours, will be established at the start of each academic year with the children and revisited these daily. Teachers will support pupils to understand and follow classroom rules and routines, based on the whole-school expectations. Teachers will praise in public and reprimand in private.

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 always have full view of the room.

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

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Rewarding Good Work (rather than learning behaviours) If children produce work that exemplifies the Learning Objective/ Mastery Key particularly well or consistently, a sticker should be placed next to the work. In this instant, the child can also be sent to Mr. Heatley for further praise and reinforcement.

7. Supporting Pupils, Managing Behaviour and Defining Sanctions

The Zones of Regulation have been designed to support all children in school as a way of children regulating their emotions and demonstrating when they consider themselves to be outside of the **Green Zone**. (see appendix. 2 for the 4 Zones of Regulation) The Zones of Regulation and the associated strategies will also be used as an intervention for children who struggle to regulate and manage their behaviour. It is recognised that behaviour can be a need and not just a choice, so the Zones of Regulation will be used in the following way to recognise this:

Whole school, in Class Approach

In each class there will be a **green**, a **blue**, a **yellow** and a **red** container. The children's names will be written on a lolly stick and all names will be in the 'green' pot at the start of each session. (In the morning, after break and after lunch) If a child is feeling dysregulated, then they can move their lolly stick to a different container. An adult will then speak with them at the next available pause in teaching. Different strategies, such as the use of sensory toys, time out or a visit to the sensory room will then be given. The child moves their stick back to green once the need has been addressed. The teachers should record on a class list which children have moved their lolly stick and to which colour so that the needs of specific children can be monitored including the challenging time of day. (Such as coming in from lunch). This will allow us to provide bespoke support for these children.

Individual, Tailored Approach

When a child demonstrates ongoing SEMH and/or behaviour needs, the Zones of Regulation can be used as part of their extended behaviour plan. This will be to encourage a child to consider the strategies that support them, before they reach crisis point. These strategies, and the child's Pupil Passport or Behaviour Plan should be reviewed regularly.

Behaviour Management and Sanctions

Management of behaviour will be based on the '4-Rs'. The following areas are designed to simplify and clarify the behaviours the steps we will take when the children are not demonstrating our behaviour expectations. The 4-Rs are:

Reminder- If a child is not demonstrating our Burtonwood BE-behaviours, the adult who witnesses this behaviour will remind the child of our expectations. "You are not demonstrating our school value of Be Engaged because you are not completing Wonderful Work. If you stop turning around, I know you can do this activity."

Revisit- If a child continues to demonstrate low-level behaviours, and not demonstrate our behaviour expectations, then we will revisit the concern with the child. "You continue not to produce Wonderful Work. We have spoken once that you are not demonstrating our school value of Be Engaged and I expect you to correct this behaviour because I know you can do this work."

These two prompts should be used **frequently** to manage behaviour within school.

Respond- If the behaviour continues, then the adult will respond by providing a sanction for the child. This will be a time of reflection taken in the child's own time, i.e.- breaktime. "I am responding to your continued behaviour by asking you to reflect on your behaviours within your own time." The reflection can either be written or spoken but it should be presented to the adult who responded to the child's behaviour.

Refer- A child who demonstrates repeated low-level behaviours following a period of reflection will then be referred to a senior leader. This will also be the case if a child demonstrates a high-risk or challenging behaviour, as outlined in this policy. The adult will explain this to the child by saying, “I am referring this to Mr Heatley because (explain behaviour) and this falls below our expectations.” When a child is referred, this will be recorded on CPOMs as a Referral to SLT, and the child’s parents will be contacted. This phone call/ conversation will ideally be made by the adult making the referral, but this will be agreed with the senior leader discussing the incident. Following 5 referrals, the child will be placed on a behaviour plan, following discussions with parents.

These two strategies should be used **rarely** to manage behaviour within school.

Wherever possible, these sanctions will be given in **private**. Phrasing to the whole class should explain the positive outcome rather than the negative behaviour. “Thank you for facing the front, you are demonstrating our Burtonwood BE-haviour of Star Sitting” (To a child displaying the correct behaviour). This is an alternative to “Turn around. You are not demonstrating the Burtonwood BE-haviour of Star Sitting.” (To the child demonstrating incorrect behaviours)

Whole School Rewards

Each child across the school, will be in a ‘House’. The children will receive a token for demonstrating the school behaviour expectations. The reason for the token will be explained to the children.

The primary opportunity to reward pupils is through the use of House Points when the children are demonstrating the school’s behaviour expectations. Rewards, including certificates (Friday assembly) and personal responsibilities will also be given.

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 behaviours.
- The way in which the praise is given is varied. (written, verbal, non-verbal)
- Praise is related to our behaviour expectations, rather than only to work produced.
- Perseverance and independence are encouraged, and behaviours linked to the HPL VAAs and ACPs.
- 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. Intrinsic motivation is encouraged, and children learn the value of being in a caring community and that each member of the community has their part to play.

The school acknowledges all the efforts and achievements of children, both in and out of school. We will usually celebrate outside achievements in class or whole school assemblies. We will also share these achievements through our newsletter.

We expect children to try their best in all activities. If they do not do so, we may ask them to complete the task or redo it in their own time (at a break time or as additional homework). We expect children to listen carefully to teaching input and instructions in lessons, and to the contributions made by their peers. This builds respectful relationships with adults and peers and allows learning to take place without disruption. We also expect them to quietly and purposefully engage with independent and small group learning.

To gain the attention of the children when giving instructions, staff will use a clear, formal tone of voice while standing still and straight to gain full attention:

EYFS – call and response with adult and children placing their hands on their heads (hands on top, *that means stop*)

KS1 & 2 – adult raises their hand and counts down from 5, and children raise their hand in response.

In persistent cases of unacceptable, high-risk or challenging behaviour, outside agencies may be involved such as the school health advisor or CYPMHS. Please liaise with Joanne Hughes if external support is required. These will be incorporated into a child's IBP (Individual Behaviour Plan) which will be written by the class teacher in consultation with Joanne Hughes as SENCO.

A record will be kept of persistent cases of unacceptable behaviour via CPOMS to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection. (Please see our Safeguarding resources for when potential changes in behaviour may be of concern).

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

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
- 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

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 of reflection.
- 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.

Bullying incidents will be kept on record via a CPOMs entry.

Inappropriate behaviour towards 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 (Referral)
- Removal from the class with learning taking place in another class for a limited period of reflection.

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

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.

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, to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson. Routine will be used to teach and reinforce the expected behaviours of all pupils. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour. (as outlined above)

Positive teacher-pupil relationships

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

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, a graduated approach will be used to assess, plan, deliver and review the impact of support being provided. This will be recorded within a Pupil Passport.

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' and our trust policy.

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 another classroom 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 calm in a safe space and to offer a time of reflection

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 conversation will be held with the class teacher

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

Restorative Practice following an Incident

Restorative practice in schools shifts discipline from punitive measures to building, maintaining, and repairing relationships. It focuses on collaborative, proactive approaches to address behavioural issues, reducing the need for reprimands while improving student empathy and school culture.

Teachers and children will be encouraged to use the 'Feelings, Thoughts and Behaviour Mountain Model' to explore the circumstances around an incident. These strategies are especially important for those children on a behaviour plan, allowing them to fully reflect on occasions of challenging and high-risk behaviour. Additional staff training will be provided on the use of Restorative Practices.

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.

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. 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, including any weapons, illegal substances, alcohol, cigarettes or pornography.

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.

Parents will be informed of any confiscated item and may be required to collect the item the school office.

The headteacher will always be notified when any item is confiscated.

11. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out within our Values-led Behaviour Expectations 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 or trip.
- In any way identifiable as being a pupil at the school.

12. 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. This data will be shared with the Governing Body half termly.

13. 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.

The next scheduled review date for this policy is September 2026.

Promoting Positive Behaviours, Addressing Inappropriate Behaviours and Sanctions

(Appendix. 1)

Burtonwood BE-haviour Expectations



Be Prepared
Be Engaged
Be Respectful
Be Brave

Wonderful Work

Delightful Dinnertimes

Calm Corridors

Positive Play

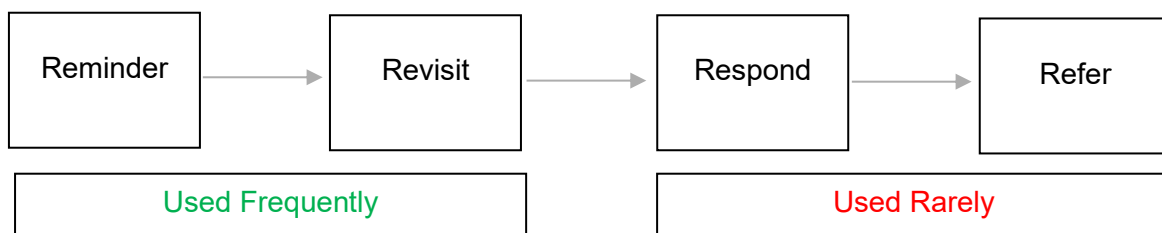
Star Sitting

Clutter-free Cloakrooms

Rewards

- Adult Praise
- House Points
- House Rewards (Half termly)
- Reward Certificates (Friday)
- Stickers in book (Good work)
- Given jobs and responsibilities
- Praise from Mr. Heatley including Headteacher stickers.





Behaviour Prompts and Sanctions- The 4-Rs



Appendix 2- The Zones of Regulation. (The image below will be displayed in all classrooms)

Whole School Approach- Each classroom will have 4 containers representing the Zones of Regulation with each child's name on a lolly stick. Any child can move this when they are feeling dysregulated and then strategies of support will be provided by an adult at the next suitable point. The children should recognise that it is ok to feel all of these emotions, but adults will support so that children feel ready to learn.

Individual Tailored Approach- Children who regularly become dysregulated may need strategies linked to the Zones of Regulation to support managing their SEMH need or behaviour. These will be presented within their Pupil Passport or within an Individual Behaviour Plan. These should be agreed with Joanne Hughes as SENCO, and all plans should be discussed and shared with parents.

<p>My Feelings</p> 	<p>My Feelings</p> 	<p>My Feelings</p> 	<p>My Feelings</p> 
<p>Blue Zone</p> <p>Sad</p> <p>Sick</p> <p>Bored</p> <p>Tired</p> <p>Slow Moving</p>	<p>Green Zone</p> <p>Happy</p> <p>Calm</p> <p>Focused</p> <p>Feel OK</p> <p>Ready to Learn</p>	<p>Yellow Zone</p> <p>Excited</p> <p>Frustrated</p> <p>Silly</p> <p>Worried</p> <p>Losing Control</p>	<p>Red Zone</p> <p>Mad/Angry</p> <p>Mean</p> <p>Scared</p> <p>Hitting</p> <p>Out of Control</p>