

St Margaret's C of E Primary School



Behaviour Policy

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.'

Matthew ch. 5, v.16

Policy Review

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Statement of Intent

We expect all children to behave well, respecting themselves, their peers and the school.

We teach children how to behave through ensuring our school ethos is a lived reality.

At St Margaret's, we believe that every child and member of staff has a unique light within them—a light that reflects their talents, kindness, and potential. Inspired by Jesus' words in Matthew 5:16, "Let your light shine before others, that they may see your good deeds and glorify your Father in heaven," we strive to create a school community where all can flourish and shine brightly.

Our staff also shine by leading with dedication, inspiring a love of learning, and modelling Christ-like values of care, celebration, courage and community. Through their commitment, they create a supportive and nurturing environment, rooted in love, where every child feels valued and empowered to reach their full potential. We nurture their confidence, character, and creativity so that they can make a positive impact in the world.

At St Margaret's, shining bright is not just about achievement—it is about the way we live, learn and grow together as a community, love and excellence.

Together, we let our light shine, ensuring that all at St Margaret's are able to flourish, inspire, and make a difference. Therefore, our approach to behaviour management is centered in our ethos, and vision lived out by our school values and based on the principles of the Thrive approach:

Thrive has three main benefits:

1. To help children learn about their emotions and regulate their behaviour;
2. Improve attendance and attainment, and reduce exclusions by helping children to engage with learning;
3. Strengthen links with parents and carers, ensuring a joined-up approach to supporting children's social and emotional needs.

Legal Framework

This policy has due regard to all relevant legislation and statutory and non-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 (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

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 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 behaviour principles made by the governing board and having any 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.
- Ensuring all staff have the knowledge and skills needed to enact this policy in full.

The SENDCO 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.
- Collaborating with the governing board, headteacher and SLT to determine the strategic development of behaviour in the school.
- Undertaking day-to-day responsibilities for the successful operation of the 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 SENDCo 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.
- Prevent unwanted behaviours by implementing strategies that enable children to regulate prior to tasks children will perceive as threatening or overly demanding.
- Taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

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 colleagues and SLT up to date with any changes in behaviour.
These include:
 - Headteacher
 - Deputy Headteacher
 - Assistant Headteacher
 - SENDCo
- As authorised by the headteacher or deputy headteacher, sanctioning pupils who display serious unacceptable behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

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.

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 based on 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 to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

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

- Low-level disruption and excessive talking in class when they should not be
- Failure to complete classwork due to disruptive behaviour or time wasting
- Rudeness
- Use of mobile phones without permission
- Graffiti
- Not following an adult's instructions promptly

- Running in areas they should walk

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Staff induction, development and support

All new staff will be inducted 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.

Staff will know where and how to ask for assistance if they are struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

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.

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, including the use of ‘Zones of Regulation’ strategies for the benefit of all children.

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through 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.

Managing behaviour

Our aim is to prevent poor or disruptive behaviour in the first place. We will do this by supporting children to be able to understand, regulate and manage emotions, to apply thinking between feelings (sensation and emotion) and action, and to increasingly show empathy and understanding towards others. This is taught through the PSHE curriculum and 'Zones of Regulation' materials. Individuals with known SEMH issues will be supported using strategies that are utilised at the appropriate time. We can work together to **prevent** unwanted behaviours before they begin.

- We aim to enable pupils to foster a willingness to take risks, experience and overcome challenges, and be successful in their learning.
- We want children to become enthusiastic, independent, and self-aware learners – socially, emotionally, and academically.
- Children will be encouraged to build tolerance, make good choices, and take responsibility for their actions.
- Children will gain a sense of pride and build self-awareness through planned and incidental social and emotional learning and positive experiences as part of the ethos of our school.

Behaviour Expectations

At Saint Margaret's CofE Primary School, we have an agreed set of rules to ensure the happiness and safety of everyone in our community.

1. We will treat ourselves, others, our environment, and property with **respect**.
2. We will be **ready** promptly.
3. We will be **kind** to each other in person and when using technology.
4. We manage equipment, our behaviour and our feelings appropriately so we, and those around us, are **safe**.

For the children, they are displayed as: ***be respectful, be ready, be kind, and be safe.***

Restorative Conversations/Reflections

To address the emotions and feelings behind unacceptable behaviour and teach empathy and responsibility, a restorative conversation or reflection is vital. This can occur both formally and informally depending on the nature of the unacceptable behaviour and age of the child. Also, depending on the situation and the child's age/developmental stage, this reflection may be completed with an adult or independent. Adults need to carefully consider

the timing of this as trying to do this before a child is in a thinking state will not benefit those involved.

Restorative conversations or reflections will address the following:

1. What were you thinking or feeling at the time?
2. What happened?
3. Who was affected?
4. How did this make people feel?
5. How have you felt since?
6. What could you do to put things right?
7. How can we do things differently in the future?

Instances of unacceptable 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.

All staff will keep a record of all reportable incidents on CPOMS to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. Where staff do not have access to CPOMS, they must record the relevant information securely and promptly share it with a designated member of the Senior Leadership Team (SLT), who will ensure it is uploaded to CPOMS without delay. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

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 unacceptable behaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement, knowledge of the child and experience to determine what is appropriate and reasonable:

- **Stage 1** A verbal reminder of the rule which has been broken and what the expected behaviour is. This will be done in a calm, kind but confident manner. This is a good point at which to consider if there is need for preventative action so that the pupil is guided on to a positive route. This may be positive attention; a distraction; a check-in by another adult; a supportive conversation.
- **Stage 2** If there is a repetition of the same behaviour that day, the teacher may issue a consequence. This will depend on the nature of the behaviour, and which rule is broken. This may be a natural consequence such as tidying, redoing work, going back

and walking, a restorative conversation or working in a different space/room. Persistent low-level behaviour will be escalated to stage 3.

- **Stage 3** If no improvement is made over two or three days through the week, then the teacher will consult with SLT and consider whether to contact home (the time frame here is the teacher's professional judgement). If parents/carers are not available over the phone, they will be asked to contact their child's teacher within a specified timeframe. This will be recorded on CPOMs. The purpose of this phone call is to enquire as to any factors which may be contributing to the child's continuing poor behaviour and to let parents know their child is struggling to make positive choices at the moment.
- **Stage 4** If, despite a conversation with parents or carers, an improvement is not made, a meeting will take place between the AHT, DHT or HT and the child. This will be recorded on CPOMs.
- **Stage 5** If, despite the involvement of the AHT, DHT or HT there is no improvement, the DHT or HT will arrange a conversation with the parents or carers. Working in conjunction with parents, it may be decided that a formal action may be implemented. This will be recorded on CPOMs.

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

- 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 and sent to the headteacher or deputy headteacher, or they will come to the child. They will determine the period the pupil will be removed from the classroom and record this on CPOMS. Work will be completed away from the classroom.
- The deputy/headteacher 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.
- The incident and consequence will be recorded on CPOMS.

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

- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place.
- 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.

Following further 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.
- 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.

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 that 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 and DSLs 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 unacceptable behaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary;
- Providing mentoring and coaching;
- Thrive sessions in a group or one to one;
- Individual Behaviour Plan;
- Behaviour risk assessment;
- Engagement with local partners and agencies;
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan.

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

Behaviour curriculum

Positive behaviour will be taught to all pupils at the start of a new academic year and at the start of each new term as part of the behaviour curriculum, 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 silently in the playground before returning to class.

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. 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 behaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

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

The school will aim to anticipate triggers of unacceptable behaviour and put in place support to prevent these, considering 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.

Where aggressive or confrontational behaviour is present, staff members will implement de-escalation strategies to diffuse the situation as early as possible to avoid further escalation. 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 (unless escape to outside is assessed as a risk to safety);
- 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 school’s Physical Intervention Policy, trained members of staff will 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 and as a method of restraint. 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 Physical Intervention 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/ deputy headteacher goes to see the pupil, and the pupil’s parent will be contacted. Where appropriate, they may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil’s parent will be asked to collect the pupil and take them home for the rest of the day or for several days – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with DfE guidance.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

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

The pupil will be moved to a room that is:

- In an appropriate area of the school.
- Suitable to learn and refocus.
- Supervised by staff.

The school will remove pupils from the classroom for the following reasons:

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

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

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

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

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

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

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.

Prohibited items, searching pupils and confiscation

Headteacher and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed

below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Mobile phones;
- Knives and weapons;
- Stolen items;
- Fireworks;
- Any article that the member of staff 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.

Pupils will not be permitted to use their mobile phones during the school day. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

Mobile phones will be handed in on arrival – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

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:

- Aerosols
- Energy drinks
- Mobile phones

All members of staff can use their power to search without consent for any of the items listed above.

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 understood by all pupils;
- 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.

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, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- 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.

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, and that they can see the board;
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

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.

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.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Awarding house points or dojo points
- Special sticker from the teacher
- Communicating praise to parents using Teacher Mail cards
- Special sticker from the DHT or HT

Effective pupil support

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated Thrive Practitioners will have clearly defined responsibilities, enabling pupils to receive the most effective support. Thrive Practitioners will also have an accurate view of the needs of identified pupils.

Thrive Practitioners and the SENDCO will engage with external partners and specialist agencies to access further appropriate support when required.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner.

Staff can sanction pupils for unacceptable behaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform;

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

Staff may also sanction pupils for unacceptable behaviour outside the school premises, including conduct online, that:

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

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-Bullying Policy.

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

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

Data collection and behaviour evaluation

The school will collect data on 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.

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify 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.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes and by logging incidents on CPOMs.

Monitoring and review

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

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

16. Appendices

Appendix A: Rules, Rewards and Sanctions

School rules:

Be Kind – this encapsulates all emotionally hurtful behaviours such as name calling, nasty looks, leaving people out of games, includes online. For younger pupils it can be defined as kind hands, kind feet, kind words.

Be respectful – this captures negative behaviours towards staff and property such as talking back, interrupting, calling out, disruptive/distracting behaviour in lessons which prevents others from learning, talking when they should not such as while the teacher is teaching or during worship etc.

Be Safe – running inside, rocking on chairs, online behaviour, pushing, rough play etc.

Be Ready – ready to listen, ready to go in to school from the playground (lining up in silence), ready to go out from worship etc.

Rewards:

Where possible, rewards should be linked to rules and expectations. These are separate to the weekly celebration certificate.

Level 1	Level 2	Level 3
Verbal praise This should be specific to the behaviour/task and should also be to acknowledge effort and attitude, not just outcome.	House/dojo points This should be specific to the behaviour/task and should also be to acknowledge effort and attitude, not just outcome.	Positive communication home A Teacher Mail will be issued by the teacher for the pupil to take home.
DHT/HT stickers These are awarded for things the DHT or HT has seen or been made aware of by other staff (or pupils!)		

Sanctions (related directly to school rules):

This is a graduated response that requires professional judgement as to whether an unwanted behaviour is a 'slip' or something more serious to address. Moving to the next stage will also require professional judgement based on the context and the pupil's personal situation and history. Staff need to be aware of bias and interpretations by pupils of fairness, justice and favouritism.

Response					
<i>Stages 3 – 4 will be recorded on CPOMS.</i>					
Behaviour	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Being unkind	Verbal reminder of the rule or expected behaviour and what will happen if this behaviour is repeated. This is the point at which to be supportive and focus on positive change. See section 5 <i>Managing Behaviour</i> .	Restorative approach with a conversation between the affected children.	<p><i>Moving to stage 3 is professional judgement. Teachers consult with SLT regarding the need to contact home.</i></p> <p><i>Contact should be made by the teacher at the point where they feel this is now a problem that they cannot manage through clear expectations, relationships and positive reinforcement.</i></p> <p>This can be a phone call or an email requesting the parent to phone school during a defined time frame. Do <u>not</u> outline behavioural issues in an email. This should be a verbal conversation.</p>	If parental communication fails to lead to improvements, SLT involvement begins, which will be a meeting with the child and possibly parents/carers and teacher and perhaps further action as deemed appropriate.	If stage 4 has not led to improvement, then the DHT or HT will arrange a conversation with the parents or carers and consider a formal consequence or SEND issues.
Being disrespectful <i>resulting in a disruption to learning for others such as talking, silliness, distracting others, off task.</i>		Work will be completed elsewhere, perhaps after teaching or explanation is completed.			
Being disrespectful Disrespect towards staff will not be tolerated but staff should take context and a child's emotional state at the time.		Complete work elsewhere so staff and child involved have space from each other to reflect. This should be followed by a restorative conversation.			
Not ready		Natural consequence of being late to the next break/home.			
Being unsafe Running inside/in walking zones outside.		<p>Explanation of why the behaviour is unsafe and what needs to be done differently. This may be verbal or written depending on the age of the child.</p> <p>Go back and walk instead.</p>			

Appendix B: Summary Overview for Lunchtime Supervisors and Wraparound Care

Less structured times such as before and after school clubs and lunchtime can be a particularly challenging time for some pupils, and staff can also be limited in their time to deal with some situations. Lunchtime is also the time where a pupil is more likely to raise concerns or a complaint about another's actions towards them or on behalf of someone else. In all situations, children should have the opportunity to explain their point of view before any action is taken. **Lunch time supervisors and wraparound care staff should redirect children to the DHT or HT via the office for more complex or serious situations.**

Stage 1	Stage 2	Stage 3
Priority – prevent escalation and deescalate.	(Same child, same lunch time.)	Issue a consequence.
<p>This is a suitable time to check in with the pupil and assess their ability to self-regulate to prevent an escalation.</p> <p>A verbal reminder of the rule that has been broken, the unacceptable behaviour and a reminder of the school rules and expectations.</p>	<p>Remind the pupil of school rules and what the consequence will be if there is a repeat of the unwanted behaviour.</p>	<p>Options of consequences include:</p> <p>Restorative conversation</p> <p>Walking alongside the staff member</p> <p>A brief period of quiet time</p>