



# POLICY: Behaviour

## Review

<b>Approving Body:</b>	Board of Trustees	<b>Effective Date:</b>	March 2026
<b>Review Cycle:</b>	Annual	<b>Next Review Due:</b>	March 2027

This policy is statutory and applies to Francis Baily Primary School, developed in line with Equinox Learning Trust expectations and guidance. It operates within the Trust's governance framework and Scheme of Delegation.

Where this policy reflects statutory requirements, compliance is mandatory. Any significant non-compliance or concerns will be escalated in line with the school's governance arrangements.

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## Statement of Intent

Francis Baily 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:

- Promote behaviours that support our learning and relationships
- Encouraging kindness, care and respect to others, themselves and the environment
- Encourage positive behaviour through consistent praise and reinforcement
- Ensure clear, fair, and consistent consequences for inappropriate behaviour
- Support the inclusion of all pupils, regardless of background or need
- Provide a safe environment keeping ourselves and others safe including an environment free from disruption, violence, discrimination, bullying and any form of harassment.

The school will use the following rules to instill the above:

1. We are kind and respectful to others and our school environment
2. We listen carefully and follow instructions
3. We take responsibility for our actions
4. We include others and celebrate differences
5. We try our best and persevere.

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

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

## Legal Framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (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'.

### 1. Roles & Responsibilities

Trustees 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
- Ensuring this policy is published on the school website
- The CEO must review and reporting on school behaviour annually to Trustees.

The governing board will have overall responsibility for:

- 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.

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
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this
- Determining the school rules and any disciplinary sanctions for breaking the rules
- The day-to-day implementation of this policy
- Publicising this policy in writing to staff, parents and pupils at least once a year
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

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

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

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves
- Aiming to teach all pupils the full curriculum, whatever their prior attainment
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits
- Being responsible and accountable for the progress and development of the pupils in their class
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour
- 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 figures of authority up to date with any changes in behaviour. The relevant figures of authority include:
  - Senior Leadership Team
  - SENCO
  - Teaching and Learning Leads
- As authorised by the headteacher, sanctioning pupils who display poor levels of 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.

## 2. 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 – this may include bullying via text or images generated by artificial intelligence (AI)
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member.

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

**Within the classroom:** Talking, shouting out, swinging on their chair, getting out of their seat, being unkind, back chatting, avoiding work, not following instructions.

**At breaktime and lunchtime:** Rough play, not listening to an adult, name calling, being unkind, dangerous play, back chatting.

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

### 3. Staff Induction, Development & Support

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

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

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

Staff will know where and how to ask for assistance if they’re 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.

### 4. Social, Emotional & Mental Health (SEMH) Needs

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

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

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH procedure outlines the specific procedures that will be used to assess these pupils for any SEMH related difficulties that could affect their behaviour.

## 5. Managing Behaviour

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

The SLT will monitor all reported incidents 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.

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 misbehaviour recurring.

Consequences are often supportive in developing children's understanding of how their actions impact on themselves and others around them. Consequences may be protective or educational; they are always logical and natural. Consequences are always explained and conversations with children help them to understand our consequences and the importance of them in building appropriate social boundaries. All adults use the same language to support children's understanding and to provide a uniformed and consistent approach to managing inappropriate behaviour.

**Protective Consequences:** Protective consequences describe the removal of a freedom to prevent harm.

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| <ul style="list-style-type: none"> <li>• Increased staff ratio</li> <li>• Limited access to outside space, for instance staying with a member of staff at break time</li> <li>• Supervised in social situations</li> </ul> | <ul style="list-style-type: none"> <li>• Restricted off site activities – only the head teacher can make this decision</li> <li>• Differentiated teaching space</li> <li>• Suspension – suspension can only be used by the head teacher when all other supports have been exhausted</li> </ul> |
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**Educational Consequences:** The learning, rehearsing or teaching of behaviour so the freedom can be returned.

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| <ul style="list-style-type: none"> <li>• Completing tasks e.g. asking a child to complete a class activity that has been missed</li> <li>• Rehearsing and practicing. For instance, rehearsing a situation where the child finds it difficult to support them</li> <li>• Educational opportunities – finding ways to teach the child or children about an issue related to any incidents</li> </ul> | <ul style="list-style-type: none"> <li>• Research the real-world implications of behaviour</li> <li>• Conversation and exploration of what led to the incident or any external factors and how to prevent this in the future.</li> </ul> |
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**Self-Regulation:** Teaching children to regulate and using co-regulation strategies.

- Emotional literacy – increasing children's emotional vocabulary and understanding
- Ensuring that adults regulate themselves to provide a regulated response
- Co-regulation strategies used for children as needed.

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion procedure, 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.

See Appendix A for the flow chart of the behaviour management procedures.

## 6. Prevention Strategies, Intervention & Sanctions for Unacceptable Behaviour

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

### Initial Interventions

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

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

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

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Behaviour Plans
- Safety Plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan.

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

### Behaviour Curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it

clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

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**

All adults in our school take an active role in developing relationships with all children and families to build resilience and trust.

Relationships are nurtured and developed over time to ensure a collaborative approach to children's learning and development. Crucially, parents and carers should be involved in every aspect of their child's learning and development.

Expectations for behaviour across school are clear, understood and followed by everyone.

Adults in school provide a consistent model of expected behaviour, understanding the importance of their role modelling, including the language that they use.

Whilst positive behaviour is praised and recognised, inappropriate behaviour is also managed.

### **Preventative Measures for Pupils with SEND**

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

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

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

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

### **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 school's Physical Intervention procedure, 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 procedure. 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. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

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

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

### **Removal from the Classroom**

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

The pupil will be moved to a room that is:

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

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

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

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

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

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

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

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

required.

## **7. Sexual Abuse & 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 procedure.

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.

## **8. Smoking & Controlled Substances**

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

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

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

## **9. Prohibited Items, Searching Pupils & Confiscation**

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

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

Pupils will not be permitted to use their mobile phones during the school day in accordance with the Pupils' Personal Electronic Devices procedure. 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 are only allowed by children in Year 5 and 6 who walk to and from school and these 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:

- E-cigarettes and vapes
- Lighters
- Legal highs/psychoactive substances
- Mobile phones.

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

## 10. 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 with a range of activities to keep pupils stimulated.

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

- Be kind and respectful to others and our school environment
- Listen carefully and follow instructions
- Take responsibility for our actions
- Include others and celebrate differences
- Try our best and persevere.

### Classroom Rules & Routines

The school will have an established set of clear, comprehensive and enforceable rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

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

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

may be imposed.

To support pupils' continued awareness and understanding of school rules and routines, teachers will reinforce them in a range of ways. Teachers will also ensure that school rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment. Pupils will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

### **The Classroom Environment**

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

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.

### **Praise & Rewards**

All adults use positive praise which is genuine, sincere and meaningful to the individual to recognise what they have done well.

Praise may be through house points, verbal feedback, private praise, a phone call home, written feedback in books, sharing examples of good learning or a postcard home.

We also recognise where children have achieved through star-of-the-week assemblies and termly celebration assemblies. Children also get opportunities to have responsibilities across our school, such as class monitors, play leaders, reading buddies, sports captains, house captains and being a part of our school council.

## **11. 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 wellbeing staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

Communication about children's behaviour is open, honest, non-judgemental and develops partnership working between children's home and school life.

When communicating with parents and carers about specific incidents staff will be mindful of communicating this in a private space, away from others.

Staff will use the conversation to understand in greater depth how this is impacting all aspects of the child and families' life. Staff will be mindful of the confidentiality of other children's names, behaviours and any additional needs.

Our staff encourage families to provide information about any events/changes or difficulties in family life that may be impacting upon our children. We strive to support our families as individuals and open communication is key to ensuring that we can create a holistic plan for our children.

## **12. Behaviour Outside of School Premises**

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

Staff can sanction pupils for misbehaviour 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 misbehaviour outside the school premises, including conduct online, that:

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

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

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

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

## **13. Data Collection & Behaviour Evaluation**

The school will collect data from the following sources:

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

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.

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.

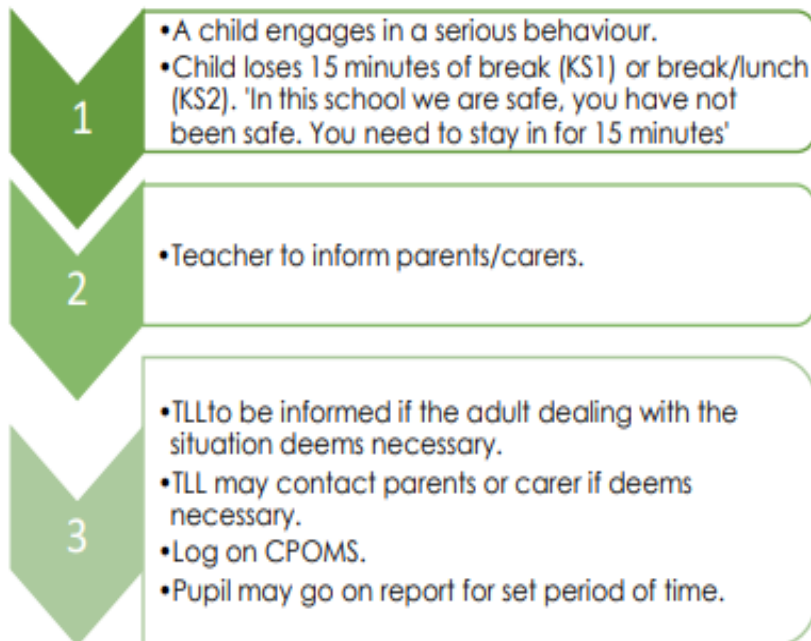
## **14. Monitoring & Review**

This policy will be reviewed by the CEO, the headteacher and Trustees 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 March 2027.

## Appendix A - Behaviour Management Procedures

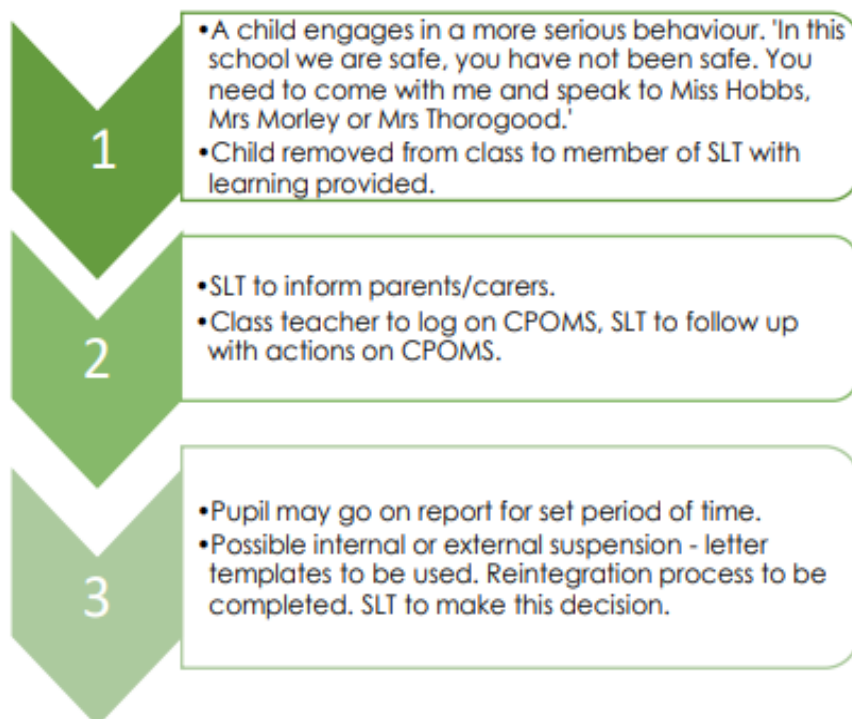
### Classroom - Serious Behaviours – 1



#### Serious Behaviours – 1

Defiance towards an adult, rudeness to staff, hurting, unsafe behaviour, swearing/abusive language, derogatory language, damaging property.

### Classroom - Serious Behaviours – 2



#### Serious Behaviours – 2

Physical assault against a pupil or adult, verbal abuse or threatening behaviour against a pupil or adult, bullying.

## Break Time and Lunchtime - Low Level Behaviours

### Stage 1

1

- Child displays low level behaviour.
- Child gets first verbal warning. *'In our school, we do \*this\*..., this is your first warning.'*

2

- Child repeats the same low level behaviour.
- Child gets second verbal warning. *'In our school, we do \*this\*... this is your second warning.'*

3

- Child repeats the same low level behaviour.
- Child to have a 5 minute timeout in the playground (on bench or somewhere to sit) *'In our school we do \*this\*, we do not do \*that\*. I have given you two warnings. \*Sit on the calm down bench, before you join us back on the playground.'*

### Low Level Behaviours

Rough play, not listening to an adult, name calling, being unkind, dangerous play, back chatting.

### Stage 2

1

- Child repeats low level behaviour.
- Child gets third verbal warning. *'In our school, we do \*this\*..., this is your third warning.'*

2

- Child repeats low level behaviour.
- Child gets fourth verbal warning. *'In our school, we do \*this\*... this is your fourth warning.'*

3

- Child repeats low level behaviour. *'In our school we do \*this\*, we do not do \*that\*. I have given you four warnings. \*Spend some time in the calm zone, before you join us back on the playground.'*
- Child is taken to the Calm Zone where there is a member of extended SLT. Incident is logged into the Calm Zone book. If a child appears in the book 3 times in one week then parents/carers are to be informed by a member of SLT.
- SLT to log on CPOMS.

## Break and Lunch Time Serious Behaviours - 1

1

- A child engages in a serious behaviour. 'In our school we are safe, you have not been safe. Spend some time in the calm zone, before you are able to join us back on the playground.'
- Child is taken to the Calm Zone

2

- Child is taken to the Calm Zone where there is a member of SLT.
- Incident is logged in the Calm Zone book.

3

- Teacher or TLL to inform parents/carers of the incident.
- Phase leader to log on CPOMS.
- Pupil may go on report for a set period of time.

### Serious Behaviours - 1

Defiance towards an adult, rudeness to staff, hurling, unsafe behaviour, swearing/abusive language, threatening or derogatory language or damaging property.

## Break and Lunch Time Serious Behaviours - 2

1

- A child engages in a serious behaviour. 'In our school we are safe, you have not been safe. Spend some time in the calm zone, before you are able to join us back on the playground.'
- Child is taken to the Calm Zone.

2

- Child is taken to the Calm Zone where there is a member of SLT.
- Incident is logged in the Calm Zone book.

3

- Teacher or TLL to inform parents/carers of the incident.
- Phase leader to log on CPOMS.
- Pupil may go on report for a set period of time.
- Possible internal or external suspension - letter templates to be used. This will be decided by SLT.
- Reintegration process to be completed.

### Serious Behaviours - 2

Physical assault against a pupil or adult, verbal abuse or threatening behaviour against a pupil or adult, bullying.

If there has been a serious incident that a Teaching and Learning Lead is unsure how to deal with then it is their responsibility to speak to the Headteacher/ member of SLT.