



Behaviour Policy, Statement of Behaviour Principles and Anti-Bullying Strategy

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1. Aims

This policy aims to:

- ensure pupils are safe and feel safe.
- create a calm, orderly, respectful, supportive and positive environment where pupil behaviour does not normally disrupt teaching, learning or school routines, and every pupil can flourish socially, emotionally and academically.
- establish a whole-school approach to maintaining high standards of behaviour that reflects the values of the school and is applied consistently and fairly.
- define what we consider to be unacceptable behaviour, including bullying and discrimination.
- to teach and expect positive behaviours that reflect school values.
- to respond to misbehaviour with reparative, restorative, proportionate and evidence-informed approaches while making reasonable adjustments for SEND and pupils requiring support/adaptation.
- to ensure leaders, staff, pupils and parents understand the routines, roles and positive/corrective consequences of behaviour.
- ensure school leaders visibly and consistently supporting all staff in managing pupil behaviour through following the Behaviour Policy.

2. Legislation, statutory requirements and guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- [Preventing and Tackling Bullying](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Bullying

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences." (*Preventing and Tackling Bullying*, DfE, 2017)

Bullying is:

- deliberately hurtful.
- repeated over time.
- often involving an imbalance of power.

Bullying can include:

Type of Bullying	Definition (not exhaustive)
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based/belief • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based • Cultural-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Unwanted comments, gestures, jokes, actions of a sexual nature, inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

4. Anti-Bullying Strategy

4.1 Statement of Commitment

The school is committed to providing a safe, caring and inclusive environment where all pupils can learn free from fear, intimidation, harassment or discrimination. Bullying of any kind is unacceptable and will not be tolerated.

The school recognises that effective anti-bullying practice is preventative, proactive and responsive. Our approach focuses on creating a culture of respect, inclusion and positive relationships, while ensuring that all incidents of bullying are addressed promptly, fairly and effectively.

4.2 How the School will Prevent Bullying

The school believes that prevention is the most effective approach to tackling bullying. We will:

Develop a Positive School Culture

- Promote a whole-school ethos based on respect, kindness, equality, inclusion and responsibility.
- Ensure high expectations of behaviour in classrooms, corridors, dining areas, playgrounds, educational visits and during travel to and from school.
- Celebrate positive behaviour, achievement and contributions to the school community.
- Encourage pupils to understand the impact of their actions on others.

Proactively Gather Intelligence

- Monitor relationships and emerging issues through pastoral systems, pupil voice activities, behaviour records, safeguarding concerns and staff observations.
- Identify patterns, tensions or vulnerabilities that may lead to bullying.
- Use surveys and pupil voice to understand pupils' experiences and perceptions.

Promote Understanding and Respect for Difference

- Teach pupils about diversity, equality and protected characteristics through the curriculum, collective worship, assemblies and enrichment activities.
- Address issues relating to race, religion, ethnicity, disability, gender, sexual orientation, gender identity, appearance, family circumstances and other differences.
- Challenge stereotypes, prejudice and discriminatory language.

- Promote understanding of the experiences of vulnerable groups, including pupils with SEND, looked-after children, young carers and pupils from minority groups.

Online Safety Education

- Teach safe, responsible and respectful online behaviour.
- Regularly review acceptable use agreements and online safety procedures.
- Educate pupils about cyberbullying, online harassment and responsible use of technology.

Involve Parents and Carers

- Communicate the school's anti-bullying expectations and procedures.
- Encourage parents/carers to work in partnership with the school to promote positive behaviour.
- Provide information and guidance on recognising and responding to bullying.

Work with External Agencies

- Seek support from specialist organisations where appropriate.
- Work collaboratively with local authority services, police, health professionals and community organisations to address bullying concerns.

4.3 How Pupils, Parents/Carers and Staff can Report Bullying

The school encourages all members of the community to report concerns as early as possible.

Pupils may report bullying by:

- speaking to any trusted member of staff.
- reporting through peers, e.g. Wellbeing Ambassadors, Playground Ambassadors, friendship groups.
- using the class worry boxes.

Parents/carers may report bullying by:

- contacting the class teacher or teaching assistant.
- contacting the Wellbeing Lead, Pastoral Lead or a Senior Leader.
- emailing or telephoning the school.

Staff must report concerns by:

- recording concerns in accordance with school procedures.
- informing the Behaviour Lead.
- escalating concerns immediately where there are safeguarding risks.

All reports will be taken seriously and investigated appropriately.

4.4 How the School Investigates Allegations of Bullying

1. When an allegation of bullying is received, the school will:
2. Listen carefully to all parties involved.
3. Record the allegation and relevant information.
4. Investigate promptly, proportionately and fairly.
5. Obtain information from pupils, staff and witnesses where appropriate.
6. Review relevant evidence, including online communications where available.
7. Consider the context, frequency, intent and impact of the behaviour.
8. Determine whether the incident meets the definition of bullying.
9. Inform parents/carers of outcomes where appropriate.
10. Agree and implement actions to stop the behaviour and support those involved.
11. Monitor the situation to ensure the bullying has ceased.
12. The school recognises that some incidents may constitute safeguarding concerns and will be managed in line with safeguarding procedures.

4.5 Bullying Occurring Outside the School Premises

The school recognises that bullying can occur beyond the school premises, including during journeys to and from school, within the local community, and online. Any incidents of bullying reported to the school will be taken seriously and investigated in line with this strategy.

Where bullying outside school is confirmed, the school will take appropriate action to address the behaviour and support those affected. The Headteacher (or designated senior leader) will consider whether it is appropriate to involve external agencies, including the police, local authority anti-social behaviour teams, children's services or other relevant professionals.

Where behaviour may constitute a criminal offence, poses a serious risk to the safety or wellbeing of a pupil or member of the public, or involves serious or persistent harassment, the police will be informed and the school will work in partnership with relevant agencies to ensure appropriate action is taken.

The school may take disciplinary action where off-site behaviour negatively affects the school community or brings the school into disrepute.

4.6 Recording, Analysis and Monitoring of Bullying Incidents

All bullying concerns and confirmed incidents will be recorded in accordance with school procedures.

The school will:

- maintain accurate records of allegations, investigations, outcomes and actions taken.
- record protected characteristic-related incidents separately where required.
- analyse data regularly to identify trends, patterns and emerging concerns.
- monitor incidents by year group, location, type of bullying and pupil characteristics.
- report relevant information to governors.
- use findings to inform policy review, staff training and preventative strategies.

The effectiveness of this strategy will be reviewed annually.

4.7 Consequences

Consequences for bullying will be proportionate to the nature, severity and persistence of the behaviour. They may include restorative approaches, loss of privileges, increased supervision, parental involvement, behaviour monitoring, internal suspension, fixed-term suspension or, in the most serious cases, permanent exclusion.

4.8 Support for Pupils who have been Bullied and those Vulnerable to Bullying

The school recognises its responsibility to support pupils affected by bullying.

Support may include:

- regular check-ins with a trusted adult.
- pastoral/wellbeing support.
- mentoring.
- restorative approaches where appropriate.
- counselling or emotional wellbeing support.
- support from the SEND team.
- individual safety or support plans.
- referral to external services where required.

The level of support provided will depend on individual circumstances and need. The school will also identify pupils who may be particularly vulnerable to bullying and implement preventative measures to support them.

4.9 Support and Intervention for Pupils who Bully Others

The school recognises that pupils who engage in bullying behaviour may also require support.

Interventions may include:

- behaviour support programmes.
- reparative work.
- restorative work.
- social skills development.
- emotional regulation support.

- educational interventions addressing prejudice or discriminatory attitudes.
- meetings with parents/carers.
- referral to specialist services where appropriate.

The aim is both to stop the behaviour and to address any underlying causes.

4.10 Whole-School Proactive Strategies to Prevent Bullying

The school will implement a range of preventative measures, including:

- Anti-Bullying Week activities.
- assemblies focused on the school values of courage, friendship, forgiveness, kindness, respect and perseverance.
- Personal Development, PSHE and Relationships Education programmes.
- online safety education.
- pupil leadership opportunities.
- peer support programmes (E-Safety Champions, Playground Ambassadors, Wellbeing Ambassadors)
- awareness campaigns
- curriculum opportunities to explore diversity and equality.
- celebration of positive behaviour and achievement.
- staff visibility in identified hotspots.
- ongoing pupil voice activities.
- regular review of behaviour and safeguarding data.

These activities help create an environment in which bullying is less likely to occur and where pupils feel confident to seek help.

4.11 Staff and Governor Training

All staff and governors will receive appropriate training and updates on preventing and responding to bullying, including:

- understanding bullying and its various forms.
- legal responsibilities and statutory guidance.
- recognising signs and indicators of bullying.
- recording and reporting procedures.
- effective intervention strategies.
- online safety and cyberbullying.
- equality, diversity and inclusion.
- supporting vulnerable pupils, including those with SEND.
- reparative, restorative and relational approaches where appropriate.
- links between bullying, safeguarding and child protection.

New staff will receive relevant training as part of induction procedures.

Governors will receive regular information regarding bullying trends, policy implementation and the effectiveness of the school's anti-bullying measures.

4.12 Monitoring and Review

This strategy will be monitored by senior leaders and governors and reviewed annually, or sooner if required by changes in legislation, guidance or school circumstances.

The school will evaluate the effectiveness of its anti-bullying work through:

- incident data analysis.
- pupil voice.
- parent/carers feedback.
- staff feedback.
- attendance and behaviour information.
- safeguarding monitoring.

Findings will be used to strengthen the school's approach and ensure continual improvement.

5. Roles and Responsibilities

5.1 The Governing Board

The governing board is responsible for:

- reviewing and approving the written statement of behaviour principles (Appendix 1)
- reviewing this behaviour policy in conjunction with the Headteacher, Behaviour Lead and Senior Leadership Team.
- monitoring the policy's effectiveness.
- holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for:

- reviewing this policy
- giving due consideration to the school's statement of behaviour principles (Appendix 1).
- approving this policy.
- ensuring that the school environment encourages positive behaviour.
- ensuring that staff deal effectively with poor behaviour.
- monitoring that the policy is implemented by staff consistently with all groups of pupils.
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its expectations and routines, and how best to support all pupils to participate fully.
- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary.
- ensuring that the data from behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3 Staff

Staff are responsible for:

- creating a calm and safe environment for pupils.
- establishing and maintaining clear boundaries of acceptable pupil behaviour.
- implementing the behaviour policy consistently.
- communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- modelling expected behaviour and positive relationships.
- providing a personalised approach to the specific behavioural needs of particular pupils.
- recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour.
- considering the impact of their own behaviour on the school culture and how they can uphold school expectations.
- using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions.
- recording behaviour incidents promptly.
- challenging pupils to meet the school's expectations.
- The Senior Leadership Team will support staff in responding to behaviour incidents in line with this policy and escalation procedures.

5.4 Parents and Carers

Parents and carers should:

- get to know the school's behaviour policy and support the school with its implementation.
- support their child in adhering to the school's behaviour policy.
- inform the school of any changes in circumstances that may affect their child's behaviour.
- discuss any behavioural concerns with the class teacher promptly.
- take part in any pastoral work following misbehaviour.
- raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.

- take part in the life of the school and its culture.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy.
- The school's key expectations and routines.
- The rewards for meeting the behaviour expectations, and the consequences for not meeting the expectations.
- The pastoral support that is available to them to help them meet the behaviour standards.

Pupils will be supported to develop an understanding of the school's behaviour policy, the wider culture and in meeting the behaviour expectations. They will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School Behaviour Curriculum

At St Mary's CE Primary School, we believe that positive behaviour is taught, practised, modelled and reinforced to ensure all pupils understand what successful behaviour looks like in different contexts. We seek to create a culture (attitudes, beliefs and values) that promotes exemplary standards of behaviour. Our Behaviour Curriculum explicitly teaches pupils the behaviours, routines and attitudes that enable everyone to be **ready**, **respectful** and **safe**.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Systems and Norms

Within our systems and norms are four critical documents:

1. Pupil Code of Conduct
2. Behaviour Routines and Expectations
3. Lesson Routines
4. Behaviour Levels and Responses

6.1.1 Pupil Code of Conduct

Pupils are expected to:

- be ready.
- be respectful.
- be safe.

Be Ready	Be Respectful	Be Safe
1. Arrive on time. 2. Have the correct equipment and uniform. 3. Listen carefully. 4. Follow instructions promptly. 5. Complete tasks to the best of my ability.	1. Use kind words and a calm voice. 2. Listen when others are speaking. 3. Raise hand to speak. 4. Respect personal space. 5. Care for each other, school property and the environment. 6. Respect differences and opinions. 7. Take turns and share.	1. Follow adult instructions. 2. Report concerns to trusted adults. 3. Keep hands and feet to myself. 4. Walk calmly around school. 5. Use equipment correctly.

6.1.2 Behaviour Routines and Expectations

These behaviour routines and expectations provide a consistent framework for teaching, modelling, practising and reinforcing exemplary behaviour. By clearly defining what successful behaviour looks like, pupils are supported to be ready to learn, respectful and safe.

For the purposes of these routines and expectations, *quiet/quietly* means remaining silent except where essential communication is required, for example: "You've forgotten your bag," or "Please could you move forward slightly."

Start and end of day

Start of the day

- Arrive at school on time.
- Enter the school site calmly and quietly.
- Line up in the designated area.
- Greet adults and peers respectfully.
- Walk calmly and quietly to the classroom.
- Hang up coats and bags, and put book bags, lunch boxes and water bottles in the designated areas.
- Sit down in designated place and begin the morning activity quickly and quietly.

End of the day

- Tidy personal and shared learning spaces.
- Sit quietly.
- In table groups/small groups, children retrieve personal items from the corridor quickly and quietly while supervised by a staff member.
- Children return to the classroom, put coats (and any other clothing) on and sit quietly with their bag on their table space (carpet space for EYFS).
- Staff hand out letters, give messages etc.
- Pupils put letters, homework etc. in bags.

EYFS

- Pupils say the school prayer in their carpet space.
- Pupils are released to parents one at a time from their carpet space.
- KS1
- Pupils say the school prayer.
- Pupils are released to parents one at a time from their chairs.

KS2

- Pupils stand, tuck chairs under and stand behind their chair.
- Pupils say the school prayer.
- In table groups/small groups, children line up quietly in the classroom.
- Children walk quietly in a line to the car park with a staff member at the front (and back if available) and re-establish their line.
- Children then walk to the gate in their line with a staff member at the front (and back if available).

Classroom Learning

- Enter the classroom calmly and quietly.
- Sit in designated place and seek permission before moving.
- Use the 'posture for great learning'.
- Follow the attention signal immediately.
- Focus on the adult and listen (face the front and put everything down).
- Raise a hand and wait to be invited to speak.
- Work independently when asked.
- Work cooperatively with peers when asked.
- Accept feedback positively.
- Persevere when work is challenging.
- Complete tasks to the best of your ability.

Attention Routine

Use the Attention Signal

- Adult raises their hand and counts down using voice and fingers: “5, 4, 3, 2, 1.”
- Adult avoids speaking when hand is up and does not converse with pupils/adults.
- Expected Pupil Response
- By the count of 1, pupils will:
- Stop talking.
- Stop what they are doing and place any equipment safely on the table.
- Face the adult.
- Keep their hands and feet still.
- Listen silently and be ready for the next instruction.

Line-up Routine

- Walk to the line promptly.
- Stand still, facing forwards.
- Stand with enough space to avoid touching the person in front.
- Remain quiet.
- Keep hands, feet and personal items/equipment to themselves.
- Adults avoid raising voice by walking up and down the line to communicate expectations.
- Move at a steady walking pace, remaining behind the person in front and keeping in line.

Moving Around School

- Use the Line-up routine.
- An adult leads at the front and a second adult follows at the back. If only one adult is present, they must maintain supervision of the whole line by standing strategically (e.g. at the corner of blind spots) and/or using stop points ahead before returning to the front.
- Walk on the left when moving around the building.
- If a child needs adult attention, raise a hand and wait to be invited to speak.
- If moving around the school independently (e.g. to go to the toilet) walk sensibly and silently.

Break/lunch times

Outdoor

- Adults on duty arrive on the yard before pupils.
- Children engage with equipment/yard areas respectfully and safely.
- Adults actively monitor, support and model play, and engage with children from designated yard areas.
- An adult gives the signal for the end of break and children stand still and silent.
- An adult gives the signal for the Line-up routine
- Adults on duty follow the Moving Around School routine to return children to class.
- An adult supervises corridors until all children have transitioned into their classrooms.
- Children will be encouraged to go to the toilet at break/lunch times and must ask permission from an adult.

Indoor

- Children will use indoor break activities provided in classroom.
- An adult supervises each classroom.

Assemblies/Collective Worship

- Follow the ‘Moving Around School’ routine.
- Enter the hall in silence.
- Focus on the adult and listen (face the front).
- Express appreciation with applause.
- Leave the hall in silence following the ‘Moving Around School’ routine.

Dining Room

- Follow the Moving Around School routine to enter the dining room.
- Enter the dining room quietly and sit at a table as directed by the adult.

- Packed lunches may eat as soon as they sit.
- Follow the Line-up routine to collect lunch from the serving hatch.
- Collect food tray, cutlery and drink and then sit down.
- If eating a packed lunch, children put uneaten food into their lunch box to take home.
- If eating a school meal, children scrape uneaten food into the food waste bin and their tray, cutlery and cup in the designated places.
- When finished eating, children talk quietly amongst themselves until an adult directs them to line up.
- Follow the Moving Around School routine to leave the dining room.

Speaking with Others

- Use the appropriate voice level for the environment.
- Speak clearly and politely.
- Face the person you are speaking/listening to.
- Allow others to finish speaking before responding.
- Listen attentively without interrupting.
- Use respectful language and tone.
- Stop speaking immediately when an adult gives a signal or instruction.

Different situations require different voice levels. Pupils are explicitly taught which voice level is appropriate in different parts of the school so that everyone can learn, communicate and move around safely and respectfully. Refer to the table below for further detail:

Voice Level	When to use it
0	Silence (assemblies, teacher instruction)
1	Whisper or partner voice (independent work, paired tasks if permitted)
2	Quiet conversation (group work, dining room)
3	Presentation voice (speaking to the class)
4	Outdoor/playground voice

7. Responding to Behaviour

7.1 Classroom management

Teaching and support staff are responsible for establishing and maintaining a safe, calm, orderly and inclusive learning environment. Through consistent implementation of this policy, they set the tone and context for positive behaviour across the school. They will:

- create and maintain a calm, purposeful and engaging learning environment that enables all pupils to learn.
- display and explicitly teach, model and practise the school's behaviour curriculum and, explore what expectations look like in different contexts.
- Maintain high expectations of all pupils while making reasonable adjustments where required, particularly for pupils with SEND.
- build positive, respectful relationships with pupils by:
 - greeting pupils in the morning/at the classroom door.
 - establishing clear routines.
 - communicating behavioural expectations through verbal and non-verbal cues, visual prompts and consistent routines.
 - recognising and reinforcing positive behaviour.
 - ensuring each day, and where appropriate each lesson, provides pupils with a fresh start.
 - responding promptly, consistently and proportionately to low-level disruption.
 - using praise, recognition and other positive reinforcement consistently.

7.2 Behaviour and Safeguarding

The school recognises that:

- behaviour can be a form of communication.
- changes in a pupil's behaviour may be an indicator that they are experiencing abuse, neglect or another safeguarding concern.
- a pupil's individual circumstances, experiences and needs may have an impact on their behaviour.
- We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm.
- Where this may be the case, staff will follow the school's Child Protection and Safeguarding Policy and consider whether pastoral support, an early help assessment or a referral to children's social care is appropriate.

7.3 Consequences

Staff will respond to behaviour in different ways based on the type of behaviour. This will be:

- **Encourage** (attach a reward to a behaviour to positively reinforce the behaviour)
- **Discourage** (attach a consequence to a behaviour to deter future repetition)
- **Clarify and redirect** (check the child understands what they are supposed to do, e.g. 'Do you know what you are supposed to be doing?', 'What is the expectation for shouting out?' etc. and then redirect accordingly).
- **Support** (offer targeted provision specific to the child's circumstance, e.g. wellbeing support).
- **Teach** (teach the child something they need to know to reduce further misbehaviour).

7.4 Responding to good behaviour

When a pupil's behaviour meets or exceeds the school's expected standards, staff will recognise and reinforce it through praise and appropriate rewards. This provides an opportunity for all staff to strengthen the school's culture, values and expectations.

Positive reinforcement and rewards will be applied clearly and fairly to reinforce the routines, expectations, norms and values of the school's behaviour culture. Staff should aim to recognise positive behaviour promptly and, wherever possible, explain the behaviour being recognised so that pupils understand what has been done well.

Positive behaviour will be rewarded with:

- Verbal praise
- Age-appropriate recognition, e.g. stickers/stamps.
- Merits
- Merit certificates (Bronze = 25, Silver = 75, Gold = 150, Platinum = 250 and Diamond = 300+)
- Positive notes home
- Communicating praise to parents/carers via phone call or face-to-face
- Whole-class rewards, e.g. class marble jar.
- Positions of responsibility, e.g. pupil ambassador, classroom responsibility.
- Star of the Week linked to the school values and Code of Conduct
- Class Lunch Time Award
- School Values Award
- Head Boy/Girl Award
- Wellbeing Ambassador Award

7.5 Responding to misbehaviour

Staff will seek to reinforce and recognise positive behaviour alongside responding to misbehaviour, ensuring pupils understand the behaviour expected of them. When a pupil's behaviour falls below the school's expected standards of behaviour, staff will respond in order to restore a calm, safe and purposeful learning environment, and to prevent recurrence of misbehaviour.

Staff will create a predictable environment by consistently reinforcing expected standards of behaviour, recognising positive behaviour, and addressing behaviour that falls short of expectations. Staff will respond in a consistent, fair and proportionate manner, using their professional judgement and considering the circumstances of each incident, so pupils understand that behaviour concerns will always be addressed appropriately.

Responses to misbehaviour will focus on helping pupils understand the impact of their actions, re-establish expectations and make positive choices in the future. Where appropriate, staff may use restorative conversations to support pupils in repairing relationships and reflecting on their behaviour.

De-escalation techniques (Appendix 3) and emotion coaching (Appendix 4) will be used to help prevent further behaviour issues arising and to support pupils in regulating their emotions and behaviour. This includes situations where staff may need to use a restrictive intervention. See our policy on the use of restrictive interventions for further detail on prevention, de-escalation strategies and the use of reasonable and proportionate responses.

All pupils will be treated fairly and equitably under this policy. Staff will consider any factors that may have contributed to a behavioural incident, including whether a pupil has specific vulnerabilities, special educational needs or disabilities (SEND), safeguarding concerns, or other relevant circumstances. Where appropriate, reasonable adjustments will be made in line with the school's duties under the Equality Act 2010, while maintaining high expectations of behaviour.

Most behaviours will be managed through a graduated response. However, serious behaviours may result in an immediate higher-level response without preceding stages. When applying behaviour consequences, staff will consider the seriousness and context of the incident, the needs of the pupil, and what support may be required to help the pupil meet behaviour expectations in the future. This may include additional pastoral support, targeted interventions, reasonable adjustments or an individual behaviour plan where appropriate.

7.5.1 Examples of Responses to Misbehaviour (See Appendix 2 for Behaviour Levels and Responses)

Staff will seek to use de-escalation techniques (Appendix 3), where appropriate, before considering further responses to misbehaviour. Responses to misbehaviour:

- A verbal reminder of behaviour expectations.
- Reflective/restorative conversation.
- Completion of a reflection sheet.
- Temporary move to a partner classroom.
- Detention at break or lunchtime.
- Loss of privileges (e.g. a position of responsibility or participation in a non-essential activity).
- School-based community service (tidying a classroom or helping to restore the learning environment).
- Communication with parents/carers (e.g. telephone call, meeting or letter).
- Referral to a senior member of staff.
- Behaviour report.
- Behaviour agreement or contract.
- Individual behaviour plan.
- Removal from the classroom.
- Suspension.
- Permanent exclusion, in the most serious circumstances.

When determining an appropriate consequence, staff will consider the individual circumstances of the pupil, including any safeguarding concerns, SEND, disability or other relevant factors. Where appropriate, staff will liaise with the Behaviour Lead, SENDCo and/or DSL to ensure that reasonable adjustments and appropriate support are considered alongside the need for a fair and consistent response. Decisions will be made on a case-by-case basis while maintaining consistency and fairness across the school.

7.5.2 Consistent Language for Positive Behaviour

Positive Behaviour Reminder Script

Reminder of Code of Conduct (e.g. Ready/Respectful/Safe) followed by restating expectation with positive framing:

- I noticed you were (speaking without putting your hand up).
- It is the expectation about (being respectful by putting your hand up and waiting).
- You have chosen to (continue calling out and that is not respectful).
- Do you remember earlier when you (put your hand up to speak)?

- That is the (respectful behaviour) I want to see from you.
- Thank you for listening.
- Walk away.

Reflective/Restorative conversation script

- The adult's role is to facilitate understanding, empathy, resolution and future learning rather than to lecture.
- What happened?
- What were you thinking at the time?
- Who has been affected by what happened?
- How have they been affected?
- What needs to happen to make things right?
- What choices did you have?
- What will you do differently next time?

7.6 Mobile phones and smart devices

Pupils in Years 5 and 6 may bring a mobile phone to school where this is required for travelling to and from school independently. Mobile phones must not be carried by pupils during the school day. On arrival, phones must be switched off and handed to a member of staff. They will be stored securely in the school office and returned to pupils at the end of the school day.

Mobile phones and smart devices must not be used during the school day unless authorised by the Headteacher in exceptional circumstances, e.g. to support a medical need such as the management of diabetes.

Pupils must not use mobile phones or smart devices to take photographs, make recordings or access communication or online services during the school day. Any device used contrary to this policy may be confiscated and returned in line with the school's procedures.

7.7 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

7.7.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- hurting themselves or others.
- committing a criminal offence.
- damaging property.
- causing disorder among pupils, in or out of lessons.

Reasonable force:

- **must always** be used as a last resort.
- **must** be used in a way that maintains the safety and dignity of all concerned.
- **must never** be used as a form of punishment.
- **must never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen.
- **should be avoided** if the pupil is on the ground due to the increased risks this presents. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.7.2 Seclusion

Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment and is not a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- the pupil will be secluded in a safe place that does not feel threatening or intimidating to them, e.g. the wellbeing room, a workroom.
- the pupil will be supervised at all times, by at least 1 member of staff.
- As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

7.7.3 Recording and reporting requirements

Staff have a legal duty to record and report all:

- significant incidents involving force.
- seclusion incidents.
- restraint incidents.

Please refer to our restrictive intervention policy for more information on this legal duty.

7.8 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

These items are:

- Items prohibited by law, such as knives and other weapons, illegal drugs and stolen items.
- Alcohol, tobacco products and vapes/e-cigarettes.
- Fireworks or other hazardous items.
- Pornographic or offensive material.
- Items likely to be used to commit an offence, cause injury or damage property.
- Any item banned by the school rules because it is likely to disrupt learning or compromise safety (for example, laser pens or permanent markers, if applicable).

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- the authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school expectations for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- assess whether there is an urgent need for a search.
- assess whether not doing the search would put other pupils or staff at risk.
- consider whether the search would pose a safeguarding risk to the pupil.
- explain to the pupil why they are being searched.
- explain to the pupil what a search entails (e.g. "I will ask you to turn out your pockets and remove your scarf.")
- explain how and where the search will be carried out.
- give the pupil the opportunity to ask questions.
- seek the pupil's co-operation.

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour consequence. If they still refuse to co-operate, the member of staff will speak with a member of the Senior Leadership Team/Safeguarding Team to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items but not to search for items that are only identified in the school expectations.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker. 'Outer clothing' includes:

- any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or coat being worn over a t-shirt).
- hats, scarves, gloves, shoes or boots.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including bags and trays. A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school expectations.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.
- if they believe that a search has revealed a safeguarding risk.

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- what happened.
- what was found, if anything.
- what has been confiscated, if anything.
- what action the school has taken, including any consequences that have been applied to their child.

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the DSL. The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.9 Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. All child-on-child abuse is unacceptable and will be taken seriously. Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our Safeguarding and Child Protection Policy, which contains further information on how we prevent and manage incidents of child-on-child abuse.

7.10 Off-site misbehaviour

A consequence may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity (e.g. school trips).
- travelling to or from school.
- wearing school uniform.
- in any other way identifiable as a pupil of our school.

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- could have repercussions for the orderly running of the school.
- poses a threat to another pupil.
- could adversely affect the reputation of the school.

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.11 Online misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- it poses a threat or causes harm to another pupil.
- it could have repercussions for the orderly running of the school.
- it adversely affects the reputation of the school.
- the pupil is identifiable as a member of the school.

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.12 Suspected criminal behaviour

Where a pupil is suspected of criminal behaviour, the school will assess whether it is appropriate to involve the police. Where appropriate, relevant evidence will be preserved and shared with the police.

If the police are involved, the school will cooperate fully with any investigation. The school may continue to investigate and apply consequences under its behaviour policy where this does not interfere with any police investigation.

The Designated Safeguarding Lead (DSL) will consider whether the incident raises safeguarding concerns and whether a referral to children's social care or another agency is required, in accordance with the school's safeguarding policy.

7.13 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- proportionate.
- considered.
- supportive.
- determined on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Please refer to our child protection and safeguarding policy for more information.

7.14 Malicious allegations

Where a pupil makes an allegation against a member of staff or another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether it is appropriate to apply a consequence in accordance with this behaviour policy.

Where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school will consider whether the pupil who made the allegation may require additional support or whether the allegation may have been an indication of a wider safeguarding concern. Where appropriate, the school will work with relevant agencies, including the local authority designated officer (LADO) where relevant.

The school will also consider the pastoral needs of any pupil or member of staff who has been affected by an allegation.

Please refer to the child protection and safeguarding policy for further information on responding to allegations of abuse against staff or pupils.

8 Consequences for serious/severe/persistent behaviours

8.1 Detention

Pupils can be issued with detentions during break and lunch times. The school will decide whether it is necessary to inform the pupil's parents/carers.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious consequence and will only be used in response to serious or persistent misbehaviour.

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- restore order if the pupil is being unreasonably disruptive.
- maintain the safety of all pupils.
- allow the disruptive pupil to continue their learning in a managed environment.
- allow the disruptive pupil to regain calm in a safe space.

Pupils will be removed for the shortest time possible and proportionate to the circumstances. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. Pupils will be supported to reflect on their behaviour and understand the impact of their actions. Staff will use a brief restorative conversation, where appropriate, and support the pupil to return to learning successfully. The pupil's return should be positively welcomed, and positive behaviour recognised by staff after reintegration.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, e.g. Behaviour Reports, use of teaching assistants, Individual Behaviour Plans.

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal. Parents/carers will be informed on the same day that their child is removed from the classroom.

8.3 Suspension and permanent exclusion

Suspension and permanent exclusion are serious consequences and will only be used in response to serious incidents, persistent poor behaviour which has not improved following in-school consequences and interventions, or where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Only the Headteacher has the authority to suspend or permanently exclude a pupil. All decisions will be made in accordance with statutory guidance, and parents/carers will be informed of the reasons for the decision and their rights following any suspension or permanent exclusion.

8.4 Re-integration meeting following suspension

Upon return to school, the pupil and parent(s)/carer(s) will meet with a member of staff to discuss the incident(s) leading to the suspension and agree a way forward.

The member of staff leading the meeting will decide whether the pupil should be present from the beginning, or whether it would be more appropriate to begin with the parent(s)/carer(s) only and to introduce the pupil after this.

Meeting structure:

1. Revisit the incident and allow the pupil an opportunity to reflect.
2. Plan with the pupil how future incidents could be avoided.
3. Make an agreement that the Behaviour Policy will be followed from this point onward.
4. Agree targets that make specific the behaviour expected of the pupil.
5. Make the pupil/parent(s)/carer(s) aware that repetition of similar behaviour will result in further exclusion and that repeated fixed-term exclusions may result in the exclusion being made permanent.
6. Decide whether a 'Behaviour Report Card' would support transition back to school.
7. Complete/make arrangements for a restorative meeting with any member of the school community affected by the incident.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy.

The legal duties include:

- taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010).
- using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).
- if a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, likely triggers of misbehaviour, and put in place support, including behaviour support plans where appropriate, to prevent these from occurring.

We will use staff who know individual pupils well to:

- identify triggers and early warning signs.
- support risk assessment and behaviour planning.
- develop proactive strategies to reduce the likelihood of restrictive interventions being necessary.

The school will work collaboratively with pupils, parents/carers and external professionals to develop effective prevention and de-escalation strategies. Preventative approaches will be individualised and responsive to the pupil's needs and circumstances.

Examples of this approach may include, where appropriate:

- adapting seating arrangements or classroom environment.
- providing visual supports and clear routines.
- using clear, simple instructions and allowing processing time.
- offering planned movement or sensory breaks.
- providing access to regulation or calm spaces as a support strategy.
- using staff who know pupils well to identify early warning signs and triggers.

Approaches will be individualised and based on the needs of the pupil, with the aim of reducing the likelihood of escalation and supporting positive engagement in learning.

9.2 Adapting consequences for pupils with SEND

When considering behavioural consequences for pupils with SEND, the school will take into account the individual circumstances of the pupil, including whether their SEND may have contributed to the behaviour.

The school will consider whether reasonable adjustments are required to support the pupil and to ensure that any consequence is fair, proportionate and appropriate in the context of their needs. This may include adapting the nature, timing or application of a consequence where appropriate.

The school will act in accordance with its duties under the Equality Act 2010 and will ensure that disciplinary measures are not applied in a way that would amount to discrimination arising from disability.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school recognises that persistent or challenging behaviour may indicate that a pupil has unidentified special educational needs and/or disabilities (SEND). Where concerns arise, these will be considered through the school's SEND identification and support processes.

The SENCO will oversee the identification and coordination of support where additional needs are suspected. The school will work with parents/carers and, where appropriate, external professionals to ensure that pupils receive appropriate assessment and support.

9.4 Pupils with an education, health and care (EHC) plan

Where a pupil has an Education, Health and Care (EHC) plan, the school will ensure that the provision set out in the plan is implemented and will work with the local authority and relevant agencies to review and adapt provision where necessary.

10 Supporting pupils following a consequence

Following a consequence, the school will support the pupil to understand the impact of their behaviour, repair relationships where appropriate and successfully return to learning. Staff will help pupils to reflect on what happened, identify strategies for making positive choices in the future and reinforce the school's behaviour expectations.

Where a pupil has been removed from the classroom, suspended or attended an alternative setting under off-site direction, an appropriate reintegration process will be put in place before they return to their usual learning environment. This may include:

- a restorative conversation with the pupil.
- a reintegration meeting involving the pupil, parents/carers and relevant staff, where appropriate.
- reviewing any support or behaviour plans.
- agreeing clear expectations and achievable behaviour targets.
- identifying any additional support, reasonable adjustments or pastoral provision required to help the pupil succeed.
- regular check-ins with an identified member of staff to monitor progress and provide encouragement.

Where behaviour may be linked to an unmet need, the school will work with the pupil, parents/carers and, where appropriate, external agencies to review existing support and identify any additional strategies required to promote positive behaviour and engagement in learning.

11 Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12 Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- the safe and lawful use of reasonable force and/or other restrictive interventions
- the needs of the pupils at the school
- how SEND, mental health needs and personal circumstances can impact behaviour
- trauma-informed practice and behaviour management

Behaviour management will also form part of continuing professional development.

13 Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will regularly review behaviour information, including patterns in behaviour incidents, suspensions and exclusions, and feedback from pupils, staff and other stakeholders. The Behaviour Lead will review this information to identify trends, assess whether behaviour systems are being applied consistently, and make improvements where needed. The school will consider whether any groups of pupils are disproportionately affected by behaviour systems and will take appropriate action to ensure its duties under the Equality Act 2010 are met.

13.2 Monitoring this policy

This behaviour policy will be reviewed annually by the Behaviour Lead in consultation with the Headteacher, or sooner if required. The review will consider the effectiveness of the policy and any relevant information from behaviour monitoring, feedback and changes in guidance or circumstances.

The reviewed policy will be approved by the headteacher.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the governing board annually.

Appendix 1: Written Statement of Behaviour Principles

The Governing Board believes that high standards of behaviour are fundamental to creating a safe, inclusive and supportive environment in which every pupil can learn, achieve and flourish. These principles guide the Headteacher in developing, implementing and reviewing the school's Behaviour Policy.

The Governing Board expects that:

- every pupil has the right to feel safe, valued and respected, and to learn in an environment free from disruption, bullying, discrimination and harassment.
- all members of the school community will be treated with kindness, dignity, fairness and respect, regardless of their background or protected characteristics.
- positive relationships, kindness, high expectations and the promotion of good behaviour are at the heart of the school's culture.
- the school recognises that behaviour can be a form of communication. Staff will seek to understand the reasons for behaviour, respond with empathy, and provide support where appropriate while maintaining high expectations for all pupils.
- staff and volunteers will model the standards of behaviour, courtesy and respect expected of pupils.
- behaviour expectations and any responses to behaviour will be fair, consistent, proportionate and clearly understood by pupils, staff and parents/carers.
- the school's Behaviour Policy will support pupils to reflect on their behaviour, take responsibility for their actions and repair relationships wherever appropriate.
- the needs of individual pupils, including those with Special Educational Needs and Disabilities (SEND) and other vulnerabilities, will be taken into account, with reasonable adjustments made where appropriate and in accordance with the school's legal duties.
- parents and carers are recognised as key partners and should be involved, where appropriate, in promoting positive behaviour and supporting pupils to succeed.
- restrictive physical intervention, including the use of reasonable force, will only be used where lawful, necessary and proportionate, and in accordance with statutory guidance and the school's Behaviour Policy.
- suspension or permanent exclusion will only be considered where it is lawful, reasonable and proportionate, in accordance with statutory guidance, and after other appropriate strategies have been considered where possible.

The Governing Board has a clear expectation that violence, abuse, intimidation and threatening behaviour towards pupils, staff, volunteers or visitors are unacceptable and will always be responded to appropriately, taking account of the school's safeguarding responsibilities and legal duties.

This Written Statement of Behaviour Principles will be reviewed by the Governing Board at least annually, or sooner if changes in legislation, statutory guidance or the needs of the school require it.

Appendix 2: Behaviour Levels and Responses

Behaviour*	Possible Response	Staff Responsible	Parent Support
Code of conduct followed/positive behaviour	Verbal praise specifically acknowledging positive behaviour Merit points Verbal/telephone feedback to home	All staff	Praise and reward
Level 1 Low-level Behaviours			
• Off-task behaviour, e.g. talking • Distracting others • Minor disruption • Calling out • Minor inappropriate language (not directed at others) • Running indoors • Leaving seat • Low-level refusal after a reminder	• De-escalation techniques and emotion coaching, as appropriate • Redirection • Positive reinforcement through praise of pupils exhibiting expected behaviour (e.g. 'Well done for...'; 'Thank you for...') • Reminder • Positive reframing (e.g. 'Don't shout out' becomes "Raise your hand if you would like to speak.") • Warning • Reminder of Code of Conduct (Positive Behaviour Reminder Script) • Continuation of behaviour results in consequence applied. Inform child they have been reminded, received a warning and now consequence. Short (5 minute) reflective/restorative conversation after lesson, e.g. break time. • Reparation related to the harm caused (e.g. tidying, repairing, or redoing a task where appropriate). • 'Have another go' – pupil practises the correct behaviour, e.g. walks through the hall again instead of running. • Praise given at any point when behaviour is modified.	Class Teacher Teaching Assistant SMSA	
	Possible Reasonable Adjustments Non-verbal cues; visual reminders; clear, concise instructions; processing time; reduce cognitive load; scaffold; choice of task order; chunk task; sensory or regulation break; check for understanding; positive reinforcement.		

Level 2 Repeated or Concerning Behaviours			
• Persistence of Previous Level • Refusing reasonable instructions • Leaving classroom without permission (where safe to do so) • Inappropriate language directed towards others • Rough play • Minor misuse of property • Low-level dishonesty • Repeated unkind behaviour	• De-escalation techniques and emotion coaching, as appropriate Persistence of Previous Level • Follow Level 1 reminder, warning and consequence process again. • Consequence: Time out (ten minutes) in partner classroom and detention as appropriate to complete reflection document and reparation related to the harm caused. Immediate Level 2 Behaviour • Staff member gives immediate reminder of Code of Conduct (Positive Behaviour Reminder Script) with time out (ten minutes) in partner classroom and detention as appropriate to complete reflection document, missed learning and/or reparation related to the harm caused. • 2nd repetition of level 2 behaviour is time out with Key Stage Lead. • 3rd repetition of behaviour is time out with Behaviour Lead. • Regulation support. • Restorative discussion/logical consequence • Praise given at any point when behaviour is modified. • Consideration of IBP/external agency involvement/Behaviour Report • Key Stage Lead involvement • Behaviour Lead involvement on second instance of level 2 behaviour. • Record on CPOMS • Parents informed Possible Reasonable Adjustments <i>In addition to previous level:</i> Brief check-in with a trusted adult; scaffolded reflection; pre-teach; agreed cue; adapted work if overwhelm is contributing; use of personalised regulation strategies; seating adjustment; reminder of individual behaviour plan; use of social stories.	Class Teacher Teaching Assistant Parallel Class Teacher SMSA Key Stage Lead Behaviour Lead	Parents support child to reflect on behaviour and monitor child's behaviour through informal communication with staff, e.g. verbal/telephone.

Level 3			
Serious Behaviours			
• Persistence of Previous Level • Physical aggression (e.g. hitting, kicking, pushing) • Fighting • Verbal abuse • Threatening behaviour • Bullying (including online where it affects school) • Discriminatory language or behaviour • Deliberate damage to property • Theft • Leaving the school site without permission (first occurrence) • Serious defiance • Possession of non-dangerous prohibited items • Behaviour that significantly disrupts learning or compromises safety	• De-escalation techniques and emotion coaching, as appropriate Persistence of Previous Level • Follow Level 2 reminder, warning and consequence process again. • Consequence: Time out with Behaviour Lead and detention as appropriate to complete reflection document, missed learning and/or reparation related to the harm caused. Immediate Level 3 Behaviour • Immediate removal from area by staff member. • Behaviour Lead involvement. • SLT informed. • Regulation support • Restorative discussion/logical consequence • Praise given at any point when behaviour is modified • Consideration of IBP/Behaviour Report/risk assessment/external agency involvement • Fixed-term suspension considered (with re-integration meeting) • Record on CPOMS • Parent meeting with class teacher Behaviour Lead	Class Teacher Teaching Assistant SMSA (escalate to Behaviour Lead) Behaviour Lead	Parents attend meeting with class teacher and Behaviour Lead Parents support child to reflect on behaviour and monitor child's behaviour through informal communication with staff, e.g. verbal/telephone.
	Possible Reasonable Adjustments		
	In addition to previous level: • Support from SENDCo/pastoral staff • Temporary change of environment • Review of triggers • Review of reasonable adjustments and Individual Behaviour Plan.		

Level 4 Severe Behaviours			
• Persistence of Previous Level • Serious assault causing injury Behaviour posing a significant risk to the safety of others • Possession of dangerous prohibited items • Credible threats of serious violence • Serious or persistent bullying • Sexual violence or sexual harassment • Arson • Significant vandalism • Leaving site and putting self/others at risk • Any behaviour that may warrant suspension or permanent exclusion	• De-escalation techniques and emotion coaching, as appropriate • Immediate removal to safe area • Regulation support • Headteacher informed immediately • Formal investigation by Behaviour Lead • Suspension (with re-integration meeting) or exclusion • Consideration of IBP/Behaviour Report/risk assessment/external agency involvement • Record on CPOMS • Parent meeting with class teacher and SLT member/Behaviour Lead • Risk assessment/safeguarding procedures as appropriate.	Class Teacher Teaching Assistant SMSA (escalate to Behaviour Lead) Behaviour Lead SLT Headteacher	Parents attend meeting with key staff and external agencies as required.
	Possible Reasonable Adjustments		
	Immediate actions to ensure safety; support from senior leaders and SEND staff; co-regulation before any discussion; individual risk assessment if appropriate; multi-agency involvement where needed; review of provision, individual behaviour plan plan and reasonable adjustments following the incident.		

** Example behaviours are not exhaustive. Staff will use professional judgement to categorise and consult with the Behaviour Lead if necessary.*

Appendix 3: De-escalation Techniques

Staff will seek to de-escalate situations at the earliest opportunity using calm, consistent and respectful approaches. De-escalation strategies should be proportionate to the situation and take account of pupils' individual needs, including any reasonable adjustments identified for pupils with SEND or disabilities. Where there is an immediate risk to the safety of pupils or staff, appropriate action should be taken to ensure everyone's safety.

Staff will use the following techniques (list not exhaustive):

- Use a calm, neutral tone of voice.
- Remain calm and model the behaviour expected.
- Give clear, concise instructions.
- Use positive phrasing (tell pupils what to do rather than what not to do).
- Allow take-up time after giving an instruction.
- Use non-verbal cues or proximity to redirect behaviour.
- Offer limited choices to promote cooperation (e.g. "Would you like to complete this here or at the quiet table?").
- Reduce the audience where possible (avoid public confrontation).
- Acknowledge the pupil's feelings without reinforcing inappropriate behaviour.
- Listen actively and avoid interrupting.
- Use the pupil's name and speak respectfully.
- Redirect attention back to the task or expected behaviour.
- Provide reassurance and remind the pupil that support is available.
- Offer a brief movement or regulation break where appropriate.
- Use agreed individual regulation strategies or reasonable adjustments.
- Allow processing time before expecting a response.
- Move to a quieter or less stimulating environment if appropriate.
- Delay a restorative or reflective conversation until the pupil is calm and able to engage.
- Seek support from another member of staff if needed.

Staff will not:

- Raise their voice unnecessarily.
- Argue or engage in a power struggle.
- Issue multiple instructions at once.
- Use sarcasm, ridicule or humiliation.
- Invade personal space.
- Demand immediate compliance when a pupil is highly dysregulated (unless there is an immediate safety risk).
- Continue a discussion when emotions are escalating.

Appendix 4: Emotion Coaching

Emotion Coaching is an evidence-informed, relational approach that supports pupils to develop emotional regulation through positive, supportive relationships. It is based on the understanding that behaviour is often linked to underlying emotions and that pupils are more able to regulate their behaviour when adults respond with empathy, connection and clear boundaries. Emotion Coaching helps pupils recognise, understand and manage their emotions, enabling them to take increasing responsibility for their behaviour and develop resilience over time. Informed by research into attachment and neuroscience, the approach provides staff with practical strategies to support pupils when emotions are heightened, while maintaining high expectations for behaviour. Emotion Coaching complements the school's behaviour policy by promoting emotional literacy, self-regulation and positive relationships alongside consistent behaviour expectations.

BE A 'STAR' FOR YOUR CHILD

S STOP	Don't react straight away. Notice how you are feeling.
T THINK	What feeling might lie beneath the child's behaviour?
A ATTUNE	yourself with the feeling by putting yourself in the child's shoes.
R REFLECT	What would be an equivalent situation for you, as an adult, to feel that way?

Step 1: Notice and Empathise

Be aware of the different emotions a child may feel. Observe, listen, and learn how the child expresses different emotions. Watch for facial expressions, body language, posture, gestures, tone of voice, and speed of speech. "Be curious rather than furious." The child's behaviour tells you they are struggling with how they're feeling and need your support. Accepting the emotion will help you to de-escalate the behaviour.

Step 2: Label and Validate

Sometimes a child can't tell you what they're feeling, so you can help them to do this. By putting a child's feelings into words, you are comforting them and showing you care and understand. Be aware of your body language and tone, and use phrases like: "It must have made you mad when he took your toy..." "You look sad. I wonder if you wish it was your birthday..." "Name it, to tame it." (Siegel, 2012)

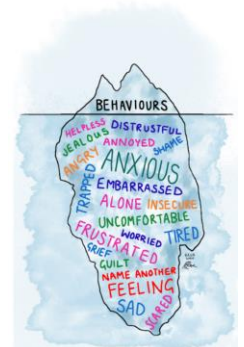
Step 3: Set Expectations

Provided the child is safe and no one is at risk of harm, setting expectations is an opportunity to remind the child about acceptable behaviour. Focus on the boundaries and behaviour the child needs to understand and practice. Perhaps a kind reminder is all they need: "We agreed that you need to put everything away at tidy up time...". Kind reminders acknowledge that none of us learn things straight away. Managing emotions is no different than any other skill - it takes time and lots of practice.

Step 4: Problem Solve

Reinforce the idea that the child has the capacity to develop skills to cope with strong emotions. "How were you feeling when that happened?" "Let's think about what you could have done instead." "You could...or..., which one sounds good to you?"

Look beneath the behaviour:



Appendix 5: Six Stages of Crisis

	Stage description	Need for...	Behaviours you might see	Positive adult responses
1	Anxiety/ Trigger	Diversion, support and reassurance	Low Level Child shows signs of anxiety and changes in behaviour - maybe subtle at first (e.g. hiding face and putting head on the table, fidgeting, tapping the table with fingers/pen, withdrawal from the group, reluctance to speak, not co-operating or being dismissive, change in body posture).	Low Level • Read the body language and the behaviour • Attune to the child • Intervene early • Take time to try and understand what the child is communicating/feeling (consider the iceberg model), ask 'What is making the child feel anxious?' • If the child talks, listen so the child feels heard. • Display calm body language, talk low, slow and quietly, offering reassurance. • Use appropriate humour • Divert and distract introducing another activity/topic or sensory activities (see Regulate section e.g. walking and doing a job), relaxation / grounding activities.
2	Defensive/ Escalation	Need for diversion, reassurance, clear limits, boundaries and choices	Medium Level • Body is getting ready for fight/flight. • Displaying higher tension • Reasoning and rational behaviour reduces • Energy levels rise e.g. pacing, talking quicker, louder • Empathy reduces - making personal and hurtful remarks • Tense posture • Change in eye contact • Breaking minor expectations • Low level disruption, challenging/refusal.	Medium Level • Continue to use level one strategies • Individually tailor strategies to the child. • Avoid use of language that could escalate the situation • State desired behaviours clearly • Offer clear alternatives but with limited choices – A or B • Provide a 'get out' with dignity option • Consider how to make the environment safer and getting help • Guide towards safety using a 'bug gesture' • Give them space and remove audience.

3	Crisis	Need for space and safety	High level • A high state of physiological arousal. • Control over aggressive impulses lessons • Anger, shouting and screaming, crying, throwing items, damaging property, trying to escape, climbing, threatening behaviours, hurting self, lashing out, kicking furniture and hurting others.	High level • Continue to use stage 1 and 2 strategies. • Make the environment safer (removing things that could be dangerous) • Ensure face, voice and posture is supportive • Guide assertively to safety • Only use physical intervention if absolutely necessary and other non-physical methods of calming have been tried and is there is risk to safety • Use fresh face if needed • No unnecessary people present.
4	Recovery	Co-ordinated letting go, support and reassurance	• End of immediate crisis • Slow subsiding of anger • A vulnerable and confused child, may sit quietly or cry • A possibility of re-escalation (without the previous build up), over-sensitivity of other people's triggers • May start to feel guilt.	• Be aware that the aroused state can be easily provoked to return to being in crisis with little or no build up • Protect the child from possible existing or new triggers • Give the child space and time in a place the child feels safe • Use a calm tone and body language • No questioning at this point.
5	Depression	Observation, support and monitoring	• After a serious incident, the child can become depressed and be unhappy about what has happened and not want to interact. • Need to rest and recover, beginning to return to access their rational brain • May feel guilty leading to negative feelings about self.	• Support and monitor. • Respond to any signs that the child may wish to communicate • Show concern and care of the child but don't attempt to resolve behavioural issues at this time.
6	Follow up	Positive listening from adults learning	Communicating and planning to avoid similar events in the future.	• Listen to the child's views. • The adult to ask themselves 'What can be learned from this to support the child going forward?' • Support the child to repair relationships. • Discuss with appropriate staff, parents/carers and other professionals a plan/risk assessment/care in the event of it occurring again.