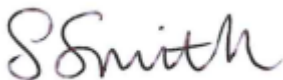



# Behaviour policy and statement of behaviour principles

Beavers Community Primary School



**Respect - Determination - Cooperation - Equality - Honesty - Kindness**

Approved by:	Governors	Date: 2 <sup>nd</sup> October 2025
Last reviewed on:	Autumn 2024	Next review due by: Autumn 2026
Signed & Approved by		
		
Ms Sarah Smith	Mr Suresh Dhotre & Mr Matt Durbin	
Headteacher	Chair / Co-Chairs	

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## 1. Aims

This policy aims to:

Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

Beavers Community Primary School endeavours to provide a well-balanced holistic curriculum that focuses on the development of the whole child, which includes developing outstanding behaviour within and beyond the school setting. There are some key principles relating to behaviour at Beavers Community Primary School:

- children, staff and parents need to work together to establish a strong set of values which underpins the life of the school;
- values will include ones which are explicitly taught (as set out in the PSHE curriculum) and generic ones, which are essential to shaping good behaviour (such as service, compassion, trust, peace, forgiveness, friendship, justice, humility, hope and a sense of what it means to be a community);
- children will be helped to develop healthy, spiritual and moral frameworks which will support them into secondary school and adult life;
- children will be encouraged to develop strategies and skills which will help them to be resilient and yet also compassionate and forgiving when they deal with difficult situations;
- the school will teach responsibility and service so that children, through positive experiences, learn to respect authority and take a pride in the work that they do and their school and its environment;
- through the use of sanctions and rewards children will learn about justice and how there is a difference between major and minor issues;
- all staff and governors will act as role models to the children and will actively demonstrate and promote the very behaviours that are expected from the children; and
- all staff will take ownership in developing the behaviour of all the children.

## 2. Vision and Ethos

At Beavers Community School, we believe that secure relationships and consistent boundaries create the foundations for children to thrive. We aim to use a trauma-informed and relational approach to behaviour, which recognises that all behaviour is a form of communication.

Our core school values guide every interaction:

Respect-Determination-Cooperation-Equality-Honesty-Kindness

We explicitly embed these values in our curriculum, culture, and relationships.

By embedding a relational approach alongside our school values of Respect, Determination, Cooperation, Equality, Honesty, and Kindness, we aim to:

- Create an emotionally safe school environment
- Support every child to succeed, regardless of their starting point
- Build a community where connection, compassion, and consistency drive behaviour and learning.

## 3. Legislation, statutory requirements and statutory 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 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Special Educational Needs and Disability (SEND) Code of Practice.

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 give schools the authority to confiscate pupils' property.
- DfE guidance explaining that maintained schools must publish their behaviour policy online

Beavers Community Primary School is an equal opportunities school and behaviour should be taught and dealt with in line with our equality of opportunity policy. All pupils within school will have the same opportunity to realise their potential regardless of gender, ability, ethnicity, religion, language, class and physical ability. Some key points are:

- Equality of opportunity is a cross-curricular issue; opportunities are identified and utilised in each curriculum area or topic.
- The language and learning needs of bilingual pupils are acknowledged in all subject areas.
- The use of assessment contributes to a positive understanding of race, gender, disability, equality, ethnic and cultural diversity.
- Children should work in a variety of different groupings depending on a particular activity. They work individually, in pairs or in groups (e.g. same ability, mixed ability, single sex, friendship, role model etc.).
- We offer activities of a non-stereotypical nature.
- Children have opportunities to share cultural and other experiences in the classroom.

## 4. Definitions

**Misbehaviour** (minor stages 1 and 2) is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** (major stages 3 and 4) is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:  
Sexual comments  
Sexual jokes or taunting  
Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

### Definition

*'A deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which casts a shadow over a child's life, or a series of such incidents.'*

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other concerned people.

Bullying may also include discrimination and racism which can be both direct and indirect and is unacceptable in any form. Beavers Community Primary School is opposed to all forms of racism, sexism, homophobia and xenophobia, including those forms that are directed towards religious groups and communities, and against Travellers, refugees and asylum-seekers. Pupils will be given planned opportunities to discuss equality issues and reminded at regular intervals of the school policy.

Racist incidents will be dealt with appropriately and recorded.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer generated that otherwise appear to be a photograph or video) or 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)

## Misuse of Technology

Bullying through the misuse of technology may occur outside of school hours. The school will support any victims of this type of bullying and take as strong a stance against it as it does other types of bullying. There are several scenarios which may occur with bullying through misusing technology:

- a pupil (or group of pupils) uses technology to victimise another pupil in the school – even if this occurs outside of school hours the school will deal with this case as it would any other type of bullying occurring in school hours;
- a pupil is victimised by a party outside of the school – in this case the school would support the victim through appropriate channels; and
- a pupil is victimising a party outside of the school – in this case the school would support the victim through appropriate channels and would deal with the bully in line with this policy.

In all cases of bullying using technology the victim should be advised to keep evidence where possible. If deemed necessary, the school will liaise with outside parties, including the police, to ensure the situation is appropriately dealt with.

## Strategies for Dealing with Bullying

Although bullying is not to be tolerated and victims must have justice and their sense of well-being restored, the perpetrators of bullying are members of the school community and must be treated as such, in line with all school policies. It is likely that there is an underlying reason why they are bullying and this should be investigated and solutions sought as part of the restorative process.

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach.

- Discussions with the victim. This will require patience and understanding. Remember – Listen, assess, act
- Identify the bully/bullies.
- Obtain witnesses if possible.
- Advise the Head Teacher or Deputy Head Teacher.
- Discussions with the bully/bullies. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable.
- If they do not own up, investigate further. If it is clear that they are lying, continue with the investigation. Children usually own up if presented with all the facts. The investigation must continue until a satisfactory verdict is reached. If more adult support is needed then a member of the ELT must be consulted.
- All accusations, actions, investigations and outcomes must be recorded on CPOMS/class log books.

If they own up, then follow the procedure outlined below:

- Separate discussions with parents of bully and victim

- Sanctions for the bully. These may include withdrawal from favoured activities, loss of playtimes, exclusion during lunchtimes or exclusion from school. The sanction depends on the perceived severity of the incident(s).
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition. Do not assume the bullying has stopped – this needs to be checked through follow up actions such as discussions and observations.
- A programme may need to be put in place to support the victim and rebuild their confidence, self-esteem and well-being. This should be completed in line with the inclusion policy.
- A programme may need to be put in place to support the bully to deal with underlying issues. This should be completed in line with the inclusion policy.

As the behaviour of the bully (hopefully) improves, then favoured activities etc. can be reinstated. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying.

In order to prevent and identify incidents of bullying and the identities of bullies, staff will carry out the following strategies:

- Watch for early signs of distress in pupils
- Listen, assess, act
- Encourage pupils to be open with their friends, in case they feel they cannot tell an adult
- Worry boxes in school where children can put written notes if they feel they cannot speak about their problem
- Teaching the PSHE curriculum
- Promote the fact that we are a listening school
- Continually remind children about different adults they can talk to
- Actively promote the school's stance on anti-bullying
- Be open with the children and explicitly talk about acceptable and unacceptable behaviours (without naming parties)

## 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
- 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 in conjunction with the governing board
- 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 rules 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 sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### 5.3 Teachers and 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
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### 5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- 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 (for example: attending reviews of specific behaviour interventions)
- 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 rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils 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

Behaviour for learning should be promoted in class through appropriate school policies: all teaching and learning policies, the behaviour policy, curriculum policies, Project Achieve, values and UNICEF rights for children.

Beavers Community Primary School is a Rights Respecting School and therefore this behaviour policy is based on Children's Rights with the responsibility of all named parties to ensure that these rights are inviolate. The school has three commitments that underpin this policy:

- To learn
- To be safe
- To show mutual respect

Beavers Community Primary School is a school that holds values central to all of its work and therefore this policy must be applied in line with the school's values system. This philosophy is essential to this behaviour policy and all named parties need to be guided by this principle when applying this policy.

Project Achieve is used as an operational method to ensure this policy is upheld. It teaches the children prosocial skills. Alongside this, it gives them the chance to consider and modify their own behaviour as it works on the principle of them having ownership of their own behaviour and choices. When the children make good choices, they will be rewarded with good consequences. When the children are unable to make good choices, they will be given an appropriate bad consequence.

Please see appendix 1 for our code of conduct which has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning and to ensure the three school rights are upheld.

### Pupil 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### Pupil support

Our school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### 6.1 Mobile phones

Pupils in Year 5 and 6 are allowed to bring mobile phones to school. The mobile phones must be switched off and given to the class teacher. The mobile phones will not be used during school time and be stored in a locked cupboard. The mobile phones can only be switched on when the child has left school premises. The school accepts no liability for the phones if they are not given to the class teacher.

## 7. Responding to behaviour

### 7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Display the class charter
- Develop a positive relationship with pupils, which includes:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Using appropriate reward charts
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

### 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

### 7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

All children will be encouraged to practice good behaviour with a suitable series of rewards, in line with Project Achieve, values and UNICEF rights respecting school agenda:

- Verbal praise
- Recognising achievements through certificates
- House points
- Marbles in the jar
- Sticker/reward charts (appropriate to age, usually to help modify previously poor behaviour)
- Earning privileges/special responsibilities – such as helping teachers, being selected to represent the school.

It is important to note that good behaviour is the expectation and that over-rewarding is not aligned with the school's culture. Rewards need to be earned and not devalued through overuse. Children are expected to learn to be intrinsically rewarded to behave well as this is an important skill for life.

Material rewards should not be given to the children of the school to promote good behaviour unless they have educational value, e.g. books, pencils etc. Staff must be aware that giving gifts cannot be used

to gain the favour of children. Before gifts are used to reward the children's behaviour, the ELT of the school must first approve the proposed gift and the rationale for giving the gift.

## **7.4 Responding to misbehaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Please refer to the behaviour response chart.

## **7.5 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and parents will be informed.

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.

## **7.6 Confiscation, searches, screening**

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

### **Confiscation**

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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, if appropriate.

### **Searching a pupil**

We do not conduct searches, however, on rare circumstances any such searches will be conducted by SLT with another member of staff present.

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

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 (listed in section 3) and items identified in the school rules.

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 as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents/carers**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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 sanctions 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 designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **7.7 Off-site misbehaviour**

Sanctions 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

Sanctions 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

Sanctions 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).

## **7.8 Online misbehaviour**

The school can issue behaviour sanctions 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

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

Parents will be reminded about age appropriate online contents through all social media platforms.

## **7.9 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher/member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

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

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
- Decided 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. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

## 7.11 Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

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

## 8 Serious sanctions

### 8.1 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. Serious sanctions will be applied if the pupil fits the criteria in stage 3 or stage 4 on the behaviour response chart. (Appendix 2)

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

Removal is a serious sanction and will only be used in response to serious 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 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 appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

## 8.2 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

## 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).

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 balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil 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, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

### 9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

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

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

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

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

### 11. A Trauma-informed Approach

We understand that trauma, attachment disruptions, and adverse childhood experiences (ACE's) can affect how children behave, learn, and relate to others. Our trauma-informed practice is based on the following:

- Creating emotional safety and predictability
- Teaching emotional regulation explicitly
- Understanding the roots of behaviour, not just the symptoms
- Using co-regulation before correction
- Explicit teaching of emotional regulation strategies, including zones of Regulation.

### 12. Emotional Regulation and Zones of Regulation

We explicitly teach and use the Zones of Regulation framework to support pupils in understanding, labelling, and managing their emotions. This empowers children to recognise their internal state and take proactive steps to regulate themselves.



### The Four Zones:

- Blue Zone- sad, tired, bored, unmotivated (low alertness)
- Green Zone- calm, focused, happy, ready to learn (optimal state for learning)
- Yellow Zone- frustrated, worried, silly, excited (elevated emotions but still in control)
- Red Zone- angry, terrified, out of control (high alert, dysregulated)

### How children are taught to regulate their emotions:

- Identify which zone they are in
- Know that it is acceptable to be in any zone
- Use tools to help return to the Green Zone when appropriate (e.g. breathing, movement, talking to an adult)
- Understand that behaviour may be influenced by their zone and reflect on how to respond in line with school values

### Promoting positive behaviour

#### Positive behaviour is supported through:

- Consistent use of Zones of Regulation displays and check-ins across classrooms
- Visuals, self-assessment tools, and daily opportunities to reflect on emotional state
- Regulation stations and calm areas in the classrooms
- Integration of language related to the Zones through PSHE, restorative conversations, and circle time
- Linking Zones with school values:
  - Respect and Kindness- recognising others' Zones
  - Determination- practicing regulation strategies
  - Honesty- talking openly about emotions

### Responding to Dysregulated Behaviour

#### When a child is not in the Green Zone, staff use co-regulation and supportive strategies, such as:

- Acknowledging the child's emotional state using 'Zone language' (It looks like you're in the yellow zone, how can I help you?)
- Offering tools or strategies (deep breathing, movement breaks, drawing, talking)
- Supporting the child to return to the Green Zone before moving on to reasoning or restoration
- Following up with a restorative conversation (see Appendix 4)

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to support progress and engagement using a variety of strategies. These strategies will be developed with key adults within the child's life (staff, family, professionals) in order to best meet their needs. A graduated response will be used to support children who are most in need using the access, plan, do and review cycle. We also recognise the needs of children with SEN and disabilities and follow the policies and procedures associated with supporting these children, including but not limited to the SEND code of practice, Equal Opportunities and Disability Act. We understand that the behaviour(s) most likely come from a place of stress, caused by anxiety, fear or as a result of a barrier to learning. We strive to help children return to a place of regulation as only then will they be in a place to learn, connect and thrive.

### Harm from dysregulated behaviour

Our school always prioritises the safety and welfare of all staff and children, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) that comprises safety can be perceived as harmful. Our staff understands, through training, that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

#### Children with additional needs may:

- Have personalised regulation plans using Zones tools
- Be supported to create their own toolkits for managing different Zones
- Use visual schedules, timers, and prompts to support transitions between Zones

- Access calm spaces or adult support for co-regulation when needed.

## 13. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead/member of the inclusion team
- Create a behaviour support plan
- Referral to external agencies

## 14. Training

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

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

## 15. Monitoring arrangements

### 12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

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

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

## 16. Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by ELT.

The written statement of behaviour principles (appendix 3) will be reviewed and approved by the full governing board annually.

## 17. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy

- Child protection and safeguarding policy

### **REVIEW OF POLICY**

A review of the policy will be undertaken annually by the Governing Body. Any amendments or updates will be agreed. Any new legislation or directives will be incorporated into the policy as necessary.

#### **Signed by:**

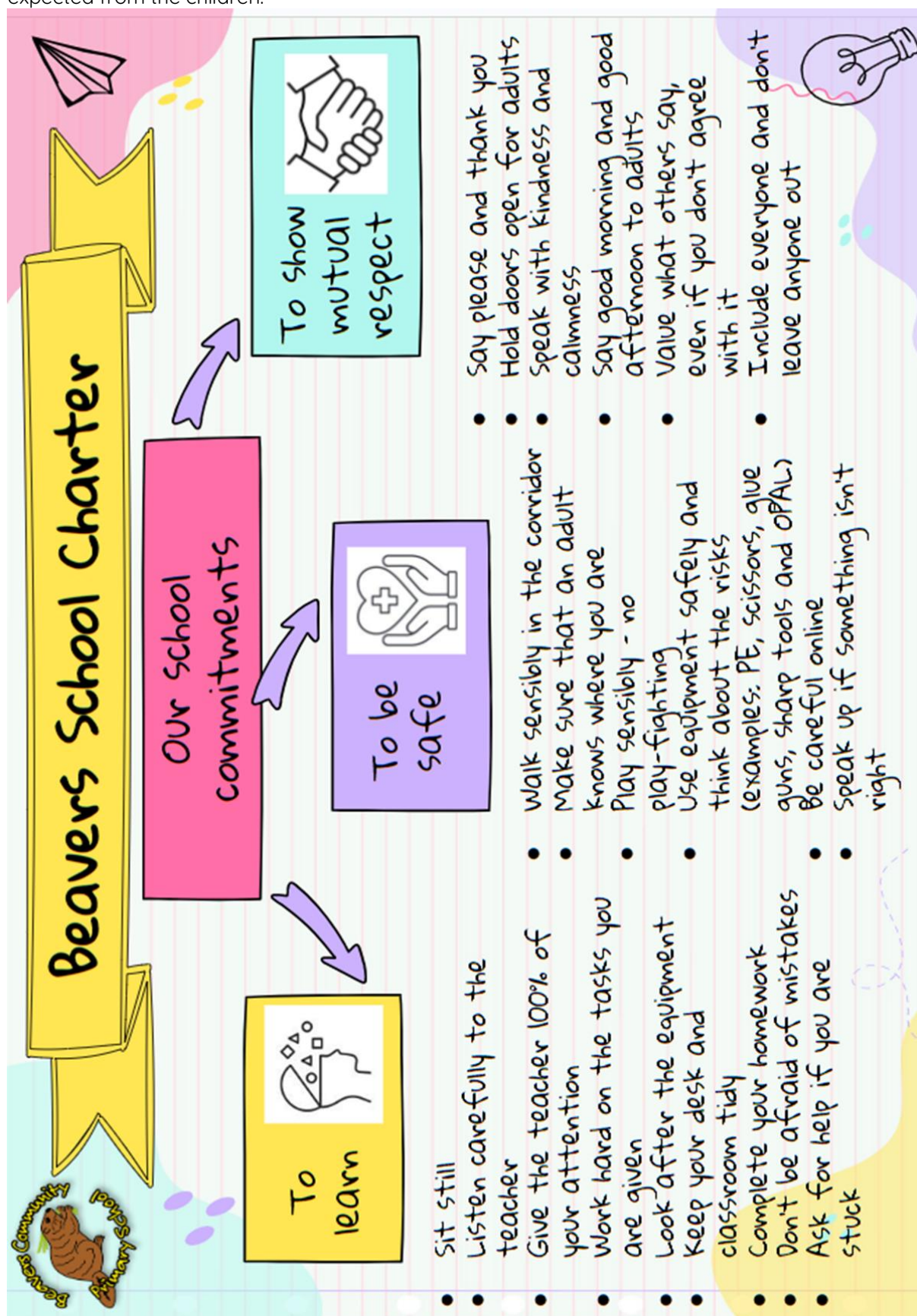
Chair of Governors: \_\_\_\_\_ Date: \_\_\_\_\_

Headteacher: \_\_\_\_\_ Date: \_\_\_\_\_

Agreed at the Governing Body Meeting on:

## Appendix 1 - Code of Conduct - Whole School Charter

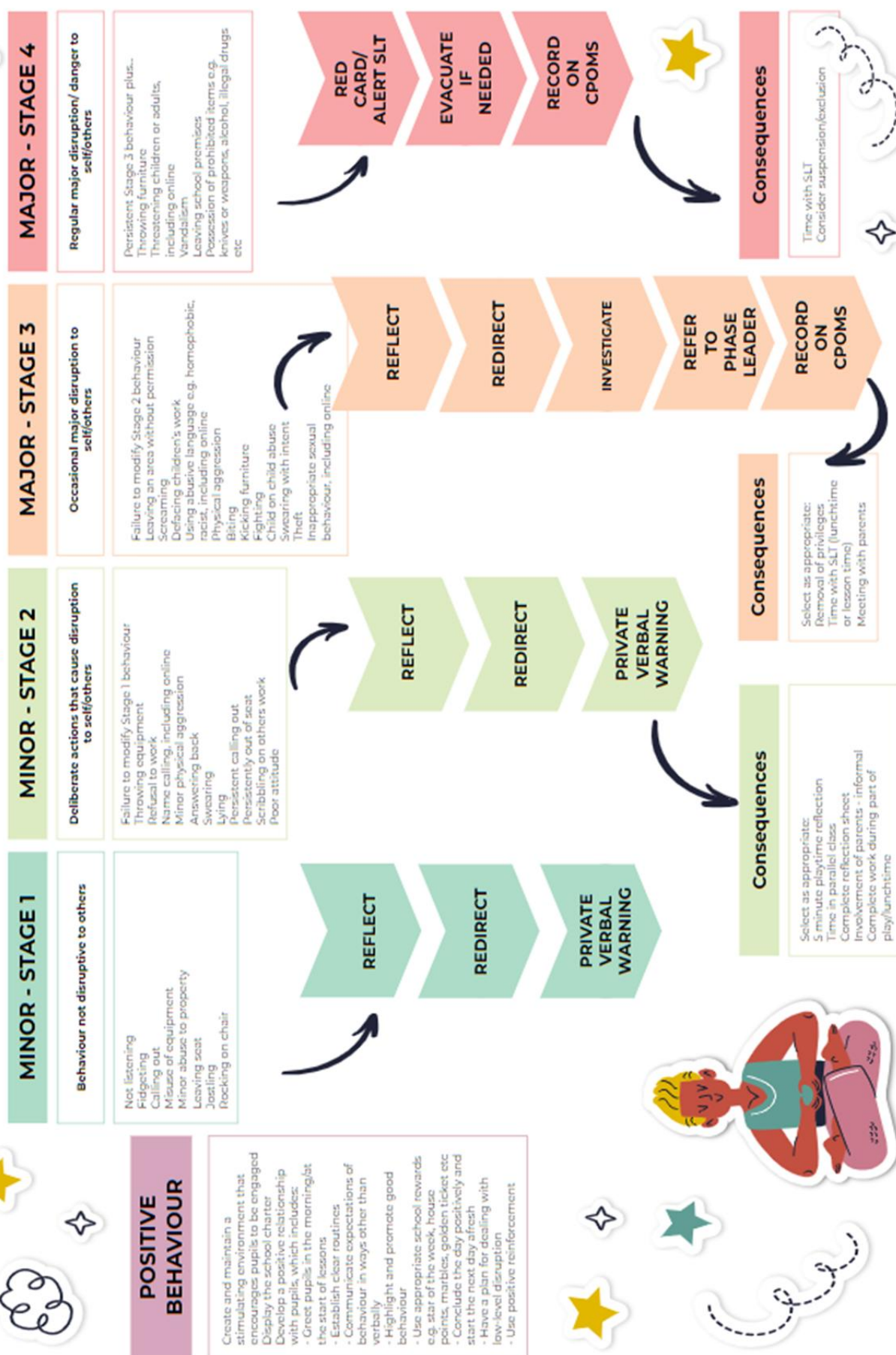
The code is based on the school's three commitments and lists some examples of behaviours that are expected from the children.





## Appendix 2 - Behavioural Consequence Chart

### Behaviour Response Chart



### Appendix 3: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

## Appendix 4: Restorative Conversation

For use after a behaviour incident or relational rupture. This will help pupils:

- Reflect on what happened
- Understand the impact of their actions
- Reconnect with others
- Restore trust and repair harm
- Reinforce your school's core values

This script should be delivered in a calm, safe and supportive setting, ideally after the child is regulated, not during emotional dysregulation. Before the conversation:

- Ensure emotional regulation - pupil and adult
- Choose a quiet, private space
- Consider sensory tools or grounding activities

### Restorative Script Prompts

#### 1. Connection First

"I'm glad we can talk. I care about you and want to understand what happened." (Use calm body language, eye level, open posture)

#### 2. Exploring the Event - What Happened?

"Can you tell me what happened, in your own words?"

"What were you feeling at the time?"

"What made you feel that way, do you think?"

"Was there something that felt really hard or unfair?"

Use active listening, nodding, and minimal interruptions. Stay curious, not accusatory.

#### 3. Understanding the Impact

"Who else was affected by what happened?"

"How do you think they might have felt?"

"Has this happened before - how did that feel?"

Help the child develop empathy by reflecting on how others might have been affected.

#### 4. Taking Responsibility

"Is there anything you wish you had done differently?"

"What could you do next time something like this happens?"

"What do you think would help you to manage it better?"

Avoid forced apologies; focus instead on ownership and growth.

#### 5. Repair and Reconnect

"What can we do to make things right?"

"Would you like to say sorry, write a note, or talk to [the person]?"

"How can we move forward from this together?"

Offer options for reparation that are meaningful but not shaming.

#### 6. Reaffirming the Relationship

"Thank you for talking this through with me. That took honesty and courage."

"Remember, we all make mistakes - what matters is learning from them."

"I believe in you. Let's work together on this."

End with a positive statement and a clear sense of support.

#### Optional Visual Support for Younger Pupils

Use emotion cards, drawing, or "feelings thermometers" to support expression.

E.g., "Can you draw what happened or how you felt?"

#### Recording & Follow-Up

- Date and time

Staff should briefly record key points of the restorative conversation:

- Who was present
- Summary of the discussion
- Agreed next steps or reparations

