BIRCHFIELD COMMUNITY PRIMARY SCHOOL and PRE-SCHOOL

BEHAVIOUR POLICY

Created by:	**B Watts**
Date agreed:	**September 26**
Signed by Head:	PP Kate Falconer
Date for renewal:	**September 27**

D. ENGLAND 22/09/26

Behaviour and Relationship Policy

September 2026

1. Purpose and ethos of our Behaviour and Relationship Policy

At Birchfield Community Primary School, the staff, governors and pupils are passionate about creating a safe, positive and respectful environment. We strongly believe that good behaviour is central to facilitating positive outcomes for all children. This policy will outline our beliefs and procedures around behaviour and relationships within our school.

Legislation, statutory requirements and statutory guidance

In creating this policy, we have consulted our community. This includes our staff, children, governors and parents. Additionally, this policy is based on legislation and advice from the Department for Education (DfE), including:

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice.

It draws upon Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils in addition to Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy. We also ensure that we follow the DfE guidance that explains that schools must publish their behaviour policy online.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or a directed task
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Improper physical behaviour towards others
- Improper conduct (vandalism, theft, fighting, smoking)
- Improper online conduct
- Discriminatory behaviour (racist, sexist, homophobic or other)

Our behaviour ethos

Within our school community, we believe that everyone has rights and responsibilities. These underpin the conduct that we expect within our school and ensure that everyone feels safe and respected. They also ensure that teaching and learning are promoted. Our behaviour policy has been created with the Student Voice and fully-consulted with staff and governors alike to ensure that everyone has a voice in how our school promotes and manages behaviour.

Every member of our community has:

- the right to be safe
- the right to be heard
- the right to fair treatment
- the right to be treated with respect
- the right to be able to learn and teach without unnecessary interruption

Every member of the school community shares responsibility for ensuring these rights are respected.

Roles and responsibilities

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

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 behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

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 implementing the school ethos and responding to behaviour incidents.

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, whilst 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.

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 standard
- 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.

2. Our behaviour curriculum and how we respond to behaviour

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform
- Accept sanctions when given
- Refrain from behaviour that brings the school into disrepute, including outside school/ online

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

Responding to behaviour

Classroom management

SLT, 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 steps and rules
- Develop a positive relationship with pupils, which may include:
    - 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
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

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 or further referral is appropriate. Please refer to these policies for more information.

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. At Birchfield, the following whole-school rewards will be used:

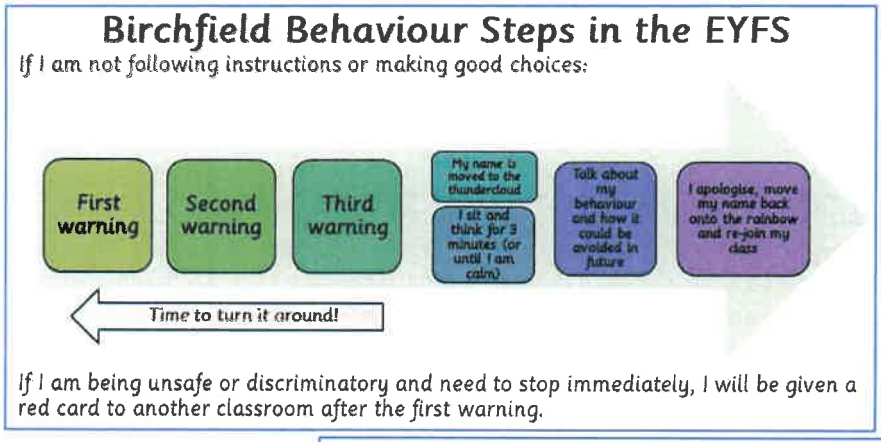
EYFS	KS1	KS2
• verbal praise • stickers • house points added onto Class Dojo • certificates	• verbal praise • stickers • house points added onto Class Dojo • certificates • Teacher's Awards for exemplary pieces of work, leading to Bronze, Silver and Gold badges	• verbal praise • stickers • house points added onto Class Dojo • certificates • Teacher's Awards for exemplary pieces of work leading to Bronze, Silver and Gold badges

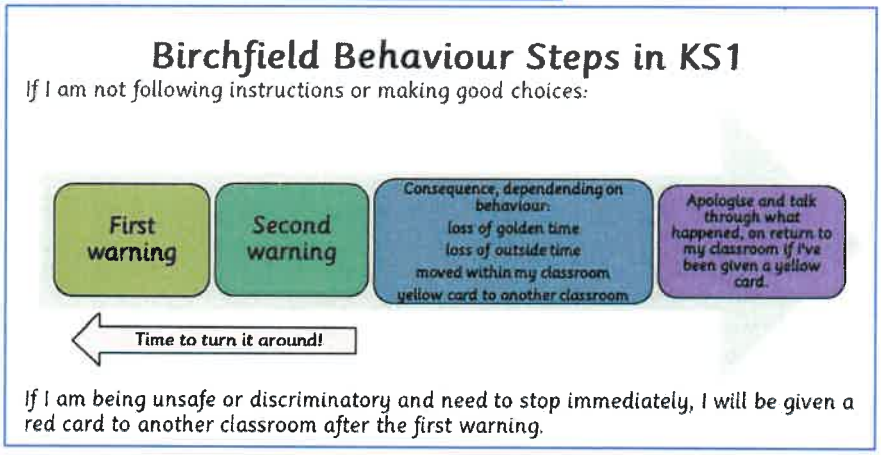
When given, these rewards will be clearly explained to the child so that they know what they are being rewarded for, such as "I am giving you this sticker because...". Within particular classes, cohort-specific rewards may also be in place, such as marbles in a jar or other dojo points. These will be used in conjunction with the whole-school systems and will not conflict with them.

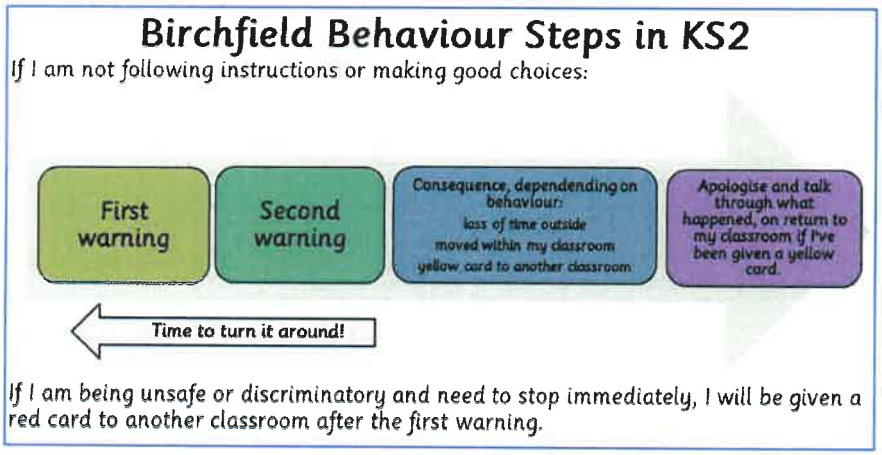
Responding to misbehaviour

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.

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 can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. 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. At Birchfield, our sanction process will be followed as below.







Personal circumstances of the pupil will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

When responding to misbehaviour, we keep clear and accurate records that enable us to monitor our policies, as well as identifying patterns and triggers for our children. This seeks to ultimately remove 'behaviour barriers' and enable our

children to be successful. Each class has a behaviour log (appendix 2) stored on a shared drive; this is used to record incidents that require anything more than the warning stages in our Behaviour Steps above. Whenever a consequence is applied, it will be detailed in the class behaviour log.

For some key children who are being monitored more closely or for significant incidents, a more detailed log may be required, called a Pupil Recording Sheet (appendix 3). These are filled in as soon after the incident as possible, by the adult or adults who responded to the incident. These are kept securely by a member of SLT and are used to further support key individuals and monitor triggers.

For particular children who display significant difficulty meeting our behaviour expectations, we may consider a Positive Handling Support Plan (appendix 4). This clearly sets out a key triggers and behaviours, alongside ways of supporting the child. It is created by a member of SLT, often the SENCO, alongside the parents and the wider team of adults who work with the child. This aims to support the child's behaviour in a way that is positive for all involved. They are monitored and adapted over time with regular reviews.

3. Reasonable force, confiscation and screening

Reasonable force covers the broad range of actions that involve a degree of physical contact with pupils. Force is usually used either to control or restrain - this can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. Reasonable force is used on a small minority of occasions and only if necessary as a last resort.

When using reasonable force, no more force is used than is needed, such as standing between pupils or blocking a pupil's path or active physical contact such as leading a pupil by the arm out of a classroom. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. 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, but as an act of care
- Be recorded and, if the school deems it necessary, reported to parents

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. We also take the view that staff should not be expected to put themselves in danger and, at times, removing themselves from a situation may be the best thing to do.

Confiscation and screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Banned items at Birchfield Community Primary School are as follows:

- knives or weapons
- alcohol or illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- and 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)

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. We will also confiscate any item that is harmful or detrimental to school discipline. If appropriate,

these items will be returned to the child's parents after discussion with senior leaders. More information about this process is below.

Searching a pupil

We do not have any screening equipment at school. Very rarely, we may ask a child to let us look at the contents of their bag or pockets for a clear and specific reason. If needed, we may need to be aware of content on a child's phone. If this is the case, we will ask the parent to check the child's phone when it is collected. Any searching of any nature is done by the child with two adults present. This will include an SLT member and the DSL (designated safeguarding lead) will be informed. Where possible, searches will also be completed with a parent or carer present or with their consent and knowledge. Any confiscated items will be routinely returned to parents at the end of the school day unless they represent the breaking of a law or perhaps include a banned item. In which case, the police will be contacted and items will be handed over to them. If we ever had a concern significant enough that it required the close searching of a child, then this would always be completed by a parent. If an outside agency, for example the police, wished to search a child, we would immediately contact the parents of that child to ensure their presence in the school as an appropriate adult before any action took place. Any searches will be recorded in My Concern.

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 if pastoral support or further referral is appropriate.

4. Wider misbehaviour and bullying

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).

Online misbehaviour

The school has limited control over the actions of pupils online whilst outside of the school day and premises. We work with parents to ensure that communication about online activity is open and we also educate our children around the importance of online conduct. However, 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.

Bullying and child-on-child abuse

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. Bullying is, therefore deliberately hurtful, repeated, often over a period of time, and difficult to defend against

Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually or emotionally harm others. It can happen to children of a similar age or stage of development and can be harmful to the children who display it as well as those who experience it.

These can include:

Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, use of violence
Prejudice-based and discriminatory (including racial, faith-based, gendered (sexist), homophobic/ biphobic, transphobic, disability-based)	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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 or gaming sites

At Birchfield, we seek to prevent bullying and child-on-child abuse from occurring. We do this by educating our children about why these things happen, how to spot it and the consequences of it. Pupils, parents and staff can report incidents of bullying within a culture of acceptance and knowing that they will always be listened to. Where incidents occur on the school grounds, the situation will be monitored in order to fully understand what has occurred and appropriate actions will be taken, dependent on the context and age of the children involved. Where incidents occur off school premises, we will liaise with parents and support as appropriate within school. Incidents will be recorded, analysed and monitored within behaviour logs. Children who have experienced bulling or child-on-child abuse will be supported appropriately by staff and particular attention will be taken to those children who may be vulnerable to such behaviour.

5. Suspected criminal behaviour, malicious allegations and serious sanctions

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 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 DSL will make a tandem report to children's social care, if appropriate.

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
- 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.

Malicious allegations

Where a pupil makes an allegation of any nature 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. 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.

Serious sanctions

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. 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 become calm in a safe space

Pupils who have been removed from the classroom are supervised and will be removed for a limited time. 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.

Suspensions and permanent exclusions

The school can use exclusion 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 only and only as a last resort. In the headteachers absence, members of the SLT team will contact the headteacher to inform them of the situation and the discuss the decision to exclude a child before moving forward.

A pupil's behaviour outside of school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law (lawful, reasonable, fair and proportionate).

When establishing the facts in relation to a suspension or permanent exclusion decision, the headteacher must clearly identify the truth of a situation. The headteacher should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. Suspension and exclusions are an extreme sanction and are only given when the school has exhausted other strategies. For us at Birchfield, examples of behaviour that can lead to a suspension or exclusions are below.

- Significant verbal abuse to staff or pupils
- Intentional physical abuse to/attack on staff or pupils
- Sexual harassment or sexual violence

- Significant damage to property
- Misuse of drugs, alcohol or other substances
- Theft
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Breaking of a behaviour contract

The steps of suspension or exclusion:
The Headteacher will discuss the matter with relevant staff before making the decision to suspend or exclude a child. When a fixed term suspension is enforced, Governors must be made aware. If a permanent exclusion is enforced, Governors must be involved in the process.

Parents will be notified as soon as possible about the situation and if the decision to suspend has not yet been made, that this is a possibility. Parents will be given a formal letter that explains the behaviour that has led to the suspension, the period of the suspension and the rules that should be followed by the family during the suspension. It will also outline parents' right to make representations about the suspension or permanent exclusion to the governing board and the actions that will take place to reintegrate the child when they return to school, plus detail of any work that will be set for the child.

Any relevant agencies (social workers or virtual heads) involved will be informed immediately of the suspension and the reason for it. The local authority will be informed immediately of all school suspensions regardless of the length via PupilSupport@somerset.gov.uk. The Headteacher will report suspensions at each governor meeting. Information about the suspension and the reason for it will be recorded on the school census.

Pupil work for suspensions and exclusions:
In line with guidance (Behaviour in schools: advice for headteachers and school staff 2022), if a child is suspended for a fixed period or they are excluded, we will set and mark work for the first 5 school days. This work will be set in the most appropriate form, as determined by the class teacher and the SLT team. It may differ to the work set within class due to the suspended or excluded child not accessing the teaching in the same way.

6. Behaviour and SEND, supporting following sanctions and transitions

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 plan (EHCP), 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. Our approach may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

When considering a behavioural sanction for a pupil with SEND, we 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
- Whether the pupil is likely to behave aggressively due to their particular 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.

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.

Pupils with an education, health and care plan (EHCP)

The provisions set out in the EHCP 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 EHCP plan.

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
- A staggered, gradual return to normal timetabling
- Personalised behaviour goals

Pupil transition

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.

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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

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

- The proper use of restraint (where appropriate)
- The needs of the pupils at the school
- The processes and policies of the school
- How SEND and mental health needs impact behaviour
- Safeguarding training

Behaviour management will also form part of continuing professional development.

Mobile Phones

Pupils can be permitted to bring their mobile phones on to site, particularly for our children within KS2 who walk to and from school alone. The following stipulations apply.

- Pupils are not allowed to use mobile phones on-site
- Pupils can only bring their mobile phones on-site if parental permission has been granted by the Headteacher. The school can revoke this permission.
- Pupils must hand in their mobile phones to their class teacher first thing as school commences. They must be switched off.
- The school is not liable or any loss or damage concerning mobile phones.

7. Monitoring arrangements

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.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and 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 need to be approved by both the headteacher and the governing board. It will be shared appropriately with staff and parents too.

Appendix 1: 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.

Appendix 2: Class Behaviour Log

This log is used to record any behaviour incidents in class, generally by the class teacher. It is used to identify trends and patterns, as well as keeping a record of ongoing behaviour. Some children who have their own personal logs will not appear on their class log to save doubling up on recording.

Date	Child	Incident	Action

Appendix 3: Pupil Recording Sheet

This sheet is used for key behaviour incidents for individual children. Generally, these are children with ongoing behaviour discussions and logs. They are kept in the child's personal file.

Pupil Recording Sheet

Name:
Date:
Time:
Teacher/adult:

What was the trigger/build up behaviour, what changed:
What actually happened/what was the incident:
How was it resolved:
Anything else to note:

Appendix 4: Individual timetable

This will outline the activities and behaviour for an individual child who are having ongoing behaviour support. It allows us to record behaviours at certain times and within different lessons or activities, allowing us to keep records of a child's behaviour and track any trends or patterns.

Week Beginning:

Name:

		Session 1	Break	Session 2	Lunch	Session 4	Session 5
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Appendix 5: Support Plan

These are created for children who are needing additional support with their behaviour. They clearly outline the needs, expectations and actions that have been agreed and are regularly updated.

Support Plan Child's name

Updated _____

Additional Information
Support Programme now in place: (opportunity to include what is working and what is not)
•
Behaviours causing concern (the greater the detail i.e: frequency, severity will help us understand what these behaviours are telling us)
•
Things I don't like (these things might trigger my behaviour)
•
Behaviour (description of observable behaviours):
•
High Risk Situations: (opportunities to record in detail situations, places, response from others)
•

1: Agreed Actions:	
Developing Social & Emotional Competencies: (we will support the development of self-awareness, self-regulation, empathy, motivation and social skills)	
Individual:	
2: Agreed Action: (opportunities to specify the actions of: School: Family: LEA; Other Agencies: include frequency of contact with parent/carer, Key Worker.)	

Step One (Positive handling strategies (preferred strategies/de-escalation to keep the situation calm):

Verbal advice/support ☐ Repeat instructions ☐ e up Time ☐

Time Out offered ☐ Time Out directed T ☐ l ignoring ☐

Controlled choices ☐ Distraction ☐ eassurance ☐

Remind of:

Rules, rights, responsibilities ☐ emind of consequences ☐

Remind of successes ☐

Other:

Step Two: Physical intervention strategies (preferred strategies/Team Teach holds to be used):

Step Three: De-escalation strategies (preferred strategies to be used to de-escalate situation)

Step Four: Praise (appropriate praise & reward can be offered to improve situation):

Step Five: Consequences (appropriate & agreed consequences to be issued after de-escalation)

Health & Safety arrangements (include medical & dietary requirements):

Staff Involved in Plan:

This document will be shared with all staff involved as and when it is updated and relevant.

Parent Signature _____ Date _____

Staff Name Signature Date

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