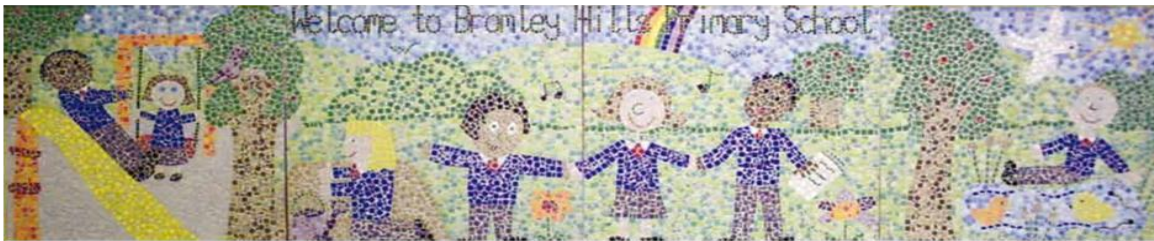


Bromley Hills Primary School

Behaviour Policy

Draft Document:	Autumn 2026
Draft Document to staff:	Autumn 2026
Draft Document to Governors:	Autumn 2026
Policy adopted by Governors:	Autumn 2026
Review:	Autumn 2027



Contents Page

School Vision, Values and Ethos & UN Convention on the Rights of a Child

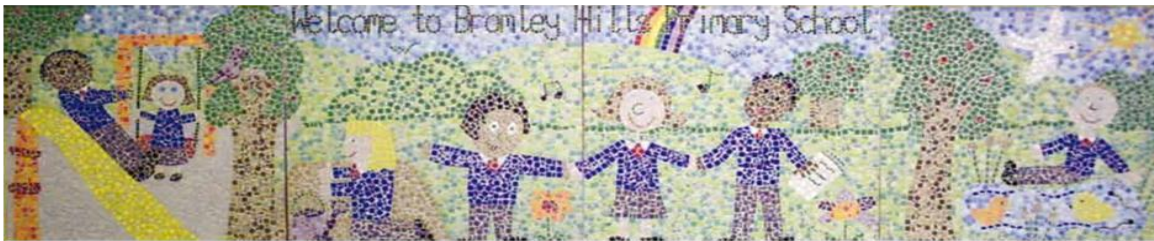
Intent

1. Legal framework
2. Roles and responsibilities
3. Definitions
4. Staff induction, development and support
5. Social, emotional and mental health (SEMH) needs
6. Managing behaviour
7. Prevention strategies, interventions, and sanctions for unacceptable behaviour
8. Sexual abuse and discrimination
9. Smoking and controlled substances
10. Prohibited items, searching pupils and confiscation
11. Effective classroom management
12. Effective pupil support
13. Behaviour outside of school premises
14. Data collection and behaviour evaluation
15. Monitoring and review
16. GDPR

Appendix 1 – Behaviour plan

Appendix 2 – Restorative Questioning / Reflection

Appendix 3 – Behaviour Monitoring Sheet



School Vision

At Bromley Hills, we promote a positive culture of social and emotional well-being and mental health resilience for pupils, staff, and our community. We want our children to achieve their full potential; through an inspiring and engaging curriculum, embedding our pedagogy that learning is a change to long term memory, so that they are equipped with the necessary lifelong knowledge and mental health awareness to enable them to become confident and independent valued members of our local community and British society.

School Values

Throughout our curriculum, we weave in a golden thread of core values, values which we believe are essential in preparing children for the wider world, and our young learners develop and build upon these as they go through school. Our core values are:

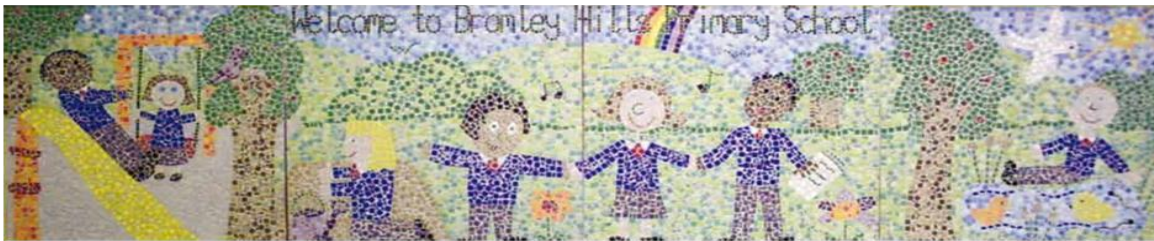
- Respect
- Honesty
- Cooperation
- Caring
- Teamwork

School Ethos

It's 'Time to Shine' - together we will succeed and achieve.

The UN Convention on the Rights of the Child

Article 29 - Every child has the right to an education to help them use and develop their talents and abilities.



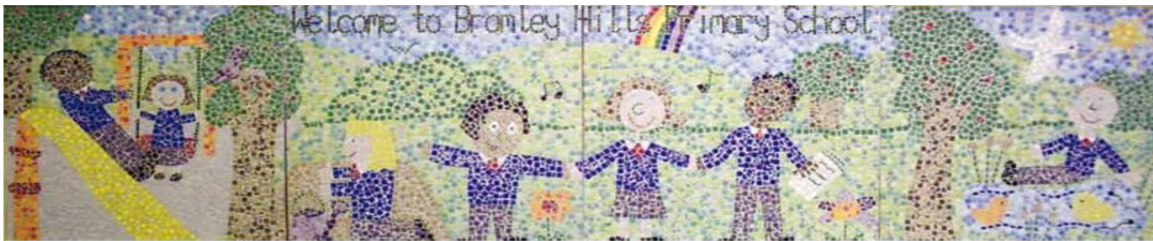
Statement of Intent

Bromley Hills believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

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

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



1. Legal Framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy



2. Roles and responsibilities

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

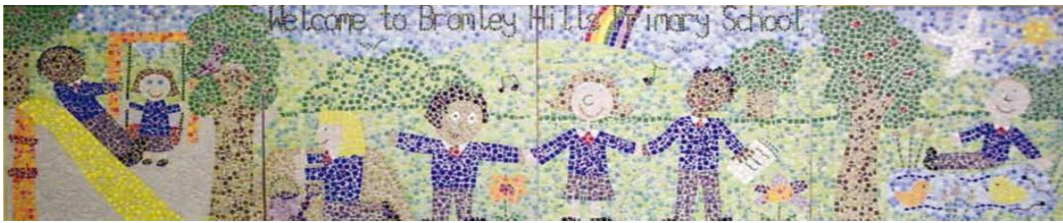
- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy on the school's website.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

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

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the leadership team, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.



- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

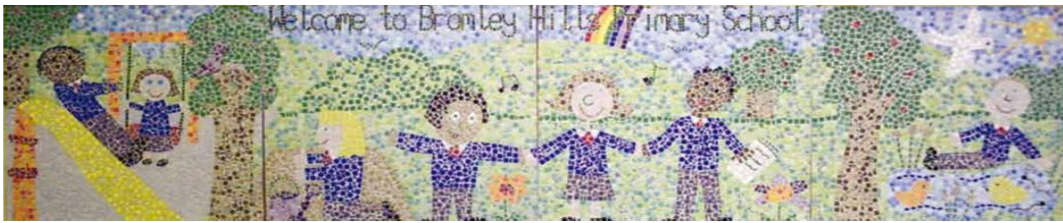
Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
 - Supporting pupils in adhering to this policy.
 - Promoting a supportive and high-quality learning environment.
 - Establishing high levels of behaviour.
 -
 - Being aware of the signs of behavioural difficulties.
 - Setting high expectations for every pupil.
 - Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
 - Keeping the relevant figures of authority up-to-date with any changes in behaviour.
- The relevant figures of authority include:

- Headteacher and deputy headteacher.
- SENCO.
- Senior Mental Health Lead.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.



Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

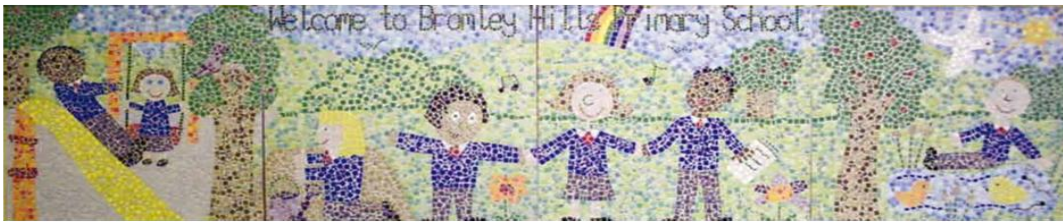
Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member



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

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

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

4. Staff induction, development and support

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

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

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

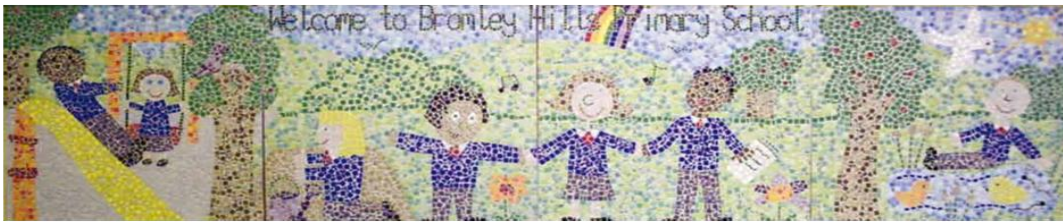
Staff will know where and how to ask for assistance if they’re struggling to build and maintain an effective culture of positive behaviour.

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

The SLT will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. 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.

6. Managing behaviour

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

The SLT will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

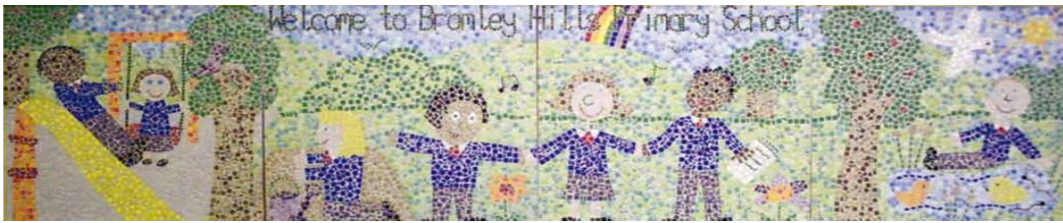
Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

SANCTIONS

Children receive several warnings before further sanctions are given in order to allow them time to correct their behaviour. Should their behaviour continue to be inappropriate, the child's name will be changed to an amber colour on the TrackIt app. Should this behaviour still continue then the following sanctions are worked through:

- Name changed to red and an incident form completed on the TrackIt Light program. This moves across to the CPOMS safeguarding program.
- Time out in classroom



- Miss 5 minutes of playtime
- Sent to a Leader

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

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the deputy headteacher.
- The senior leader investigates the incident and decides whether it constitutes unacceptable behaviour.
- If it is deemed that the incident to be unacceptable behaviour, they will record the incident. The behaviour will also be recorded on CPOMS.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the senior leader will determine the period the pupil will be removed from the classroom.
- The senior leader will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

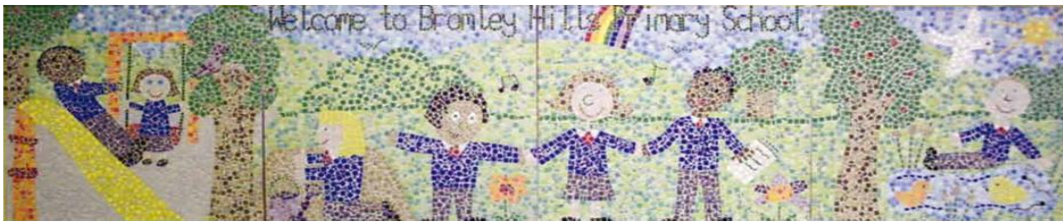
Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be suspended and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

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

The headteacher will consider whether a permanent exclusion is necessary, alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:



- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

7. Prevention strategies, intervention, and sanctions for unacceptable behaviour

Initial interventions

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

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

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

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching from our Learning Mentor
- Implementing a short-term behaviour plan – Stage 1 Behaviour Monitoring Plan (appendix 1)
- Implementing a Long-term behaviour plan – Stages 2 & 3 Behaviour Support Plan / Crisis Plan (appendix 1)
- Implementing a behaviour plan tracking sheet (appendix 3)
- Asking a child to complete a restorative reflection sheet (appendix 2)
- Referral to Dudley Behaviour Support Team
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan.



Behaviour curriculum

VALUES

Each class has the Bromley Hills Values displayed, as well as large posters displaying them around school. These are shared and discussed with the children at the beginning of each term and referred to often during the working week to ensure that all learners fully understand their meaning. The values are written for the whole school and were devised *with* the children to ensure a shared ownership. These are outlined below.

At Bromley Hills we...

- **treat one another**
- **with respect**
- **are honest with**
- **one another**
- **cooperate**
- **care**
- **work as a team**

The values are implemented into each class and reinforced by putting the onus of good behaviour onto the child. If children choose to comply they are rewarded accordingly and each class displays the rewards for the children to see.

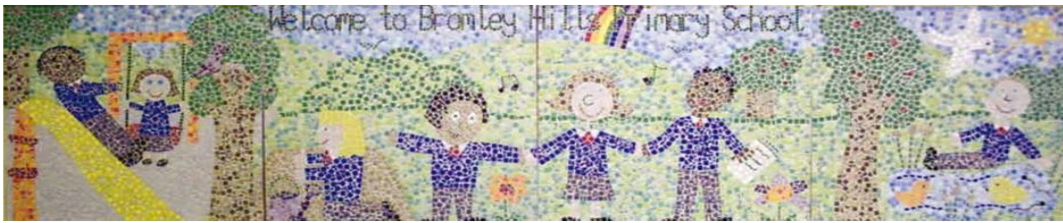
REWARDS

- Verbal praise
- Sticker
- House point
- Speak to your family / send an A6 certificate home
- Praise assembly

However, if children do misbehave alongside the values, there are sanctions which are clearly displayed for the children to see.

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

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.



Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness, and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

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

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

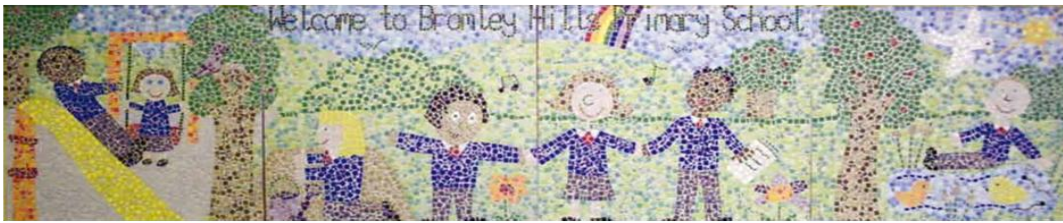
The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

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

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".



Physical intervention

Members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary.

Staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

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

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

Removal from the classroom

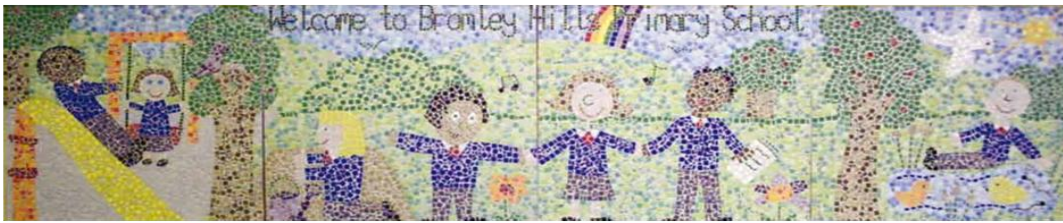
The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

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

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

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



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

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

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

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

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

8. Sexual abuse and harassment

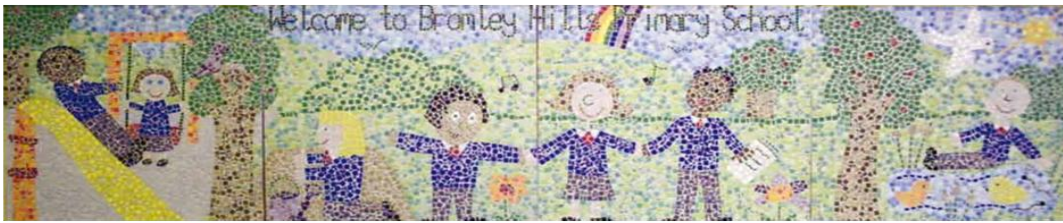
The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Safeguarding and Child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

9. Smoking and controlled substances

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



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

10. Prohibited items, searching pupils and confiscation

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

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

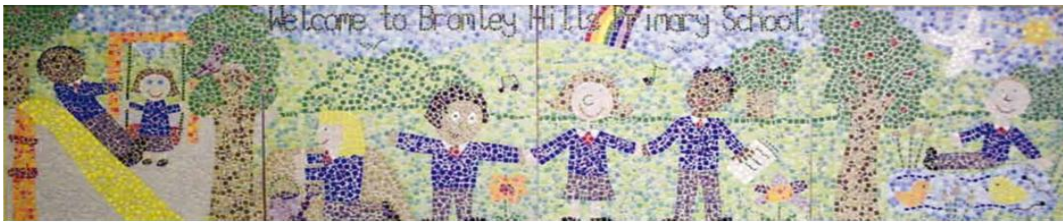
Pupils will not be permitted to use their mobile phones during the course of the school day. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant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

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

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

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes



- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Mobile phones

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

11. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

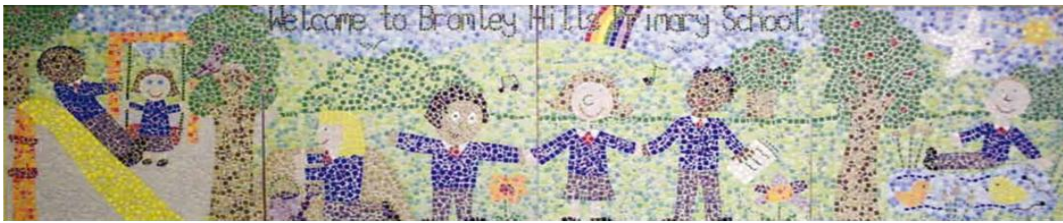
Classroom rules and routines

Each class has an established set of clear, comprehensive and enforceable classroom rules via the 'Classroom Charter' which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

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

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

Teachers will support pupils to understand and follow classroom rules and routines. Teachers create classroom charters with the children and revisit them daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.



To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

Pupils will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

The classroom environment

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

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

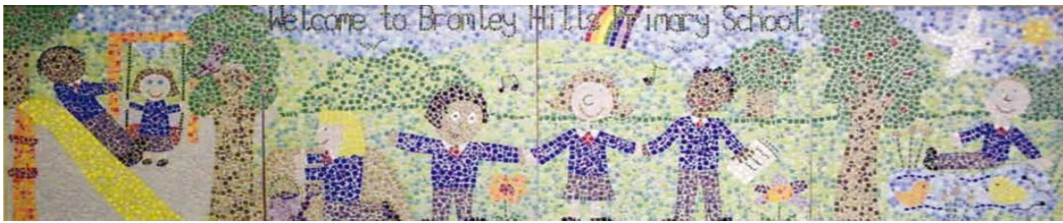
- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will



encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

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

- Verbal praise
- Communicating praise to parents
- Certificates and special assemblies
- House Points

12. Effective pupil support

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

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

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

13. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

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

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.



- In any way identifiable as being a pupil at the school.

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

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

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

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

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

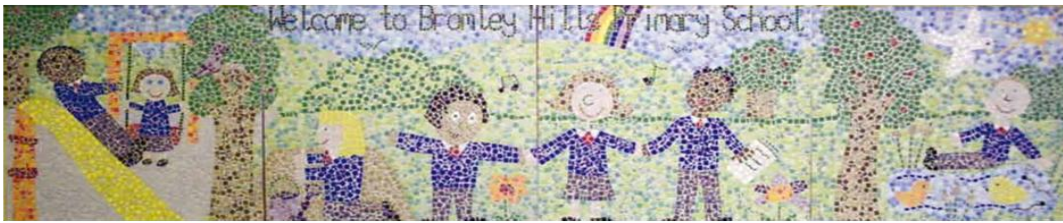
14. Data collection and behaviour evaluation

TrackIt Lights

Each class from Yr R– 6 logs onto the TrackIt app so that it displays the children's names on the interactive whiteboard. This is a very visual aid to ensure that all our learners can fully understand the process and implications. On arrival to school every morning, a child earns a green point, this ensures no child is left with 0 at the end of the day unless absent. Should any child display elements of good behaviour, points are awarded. The teacher taps on the name of the child, chooses the element for which they have earned points and adds a green point to their name.

Points can be earned for:

- ✓ Joining in
- ✓ Sitting sensibly and quietly
- ✓ Being helpful
- ✓ Following school values
- ✓ Great effort
- ✓ Homework
- ✓ Ignoring behaviour of others



- ✓ Tidying up
- ✓ Reading at home
- ✓ Mathematician/Reader/Writer of the Week
- ✓ Headteacher's Certificate.
- ✓ Other

Should a child need to be reminded about their behaviour a number of times then the teacher may choose to move the child to a warning by clicking on their name and pressing the orange colour. This changes the colour of their name, once again providing the visual aspect.

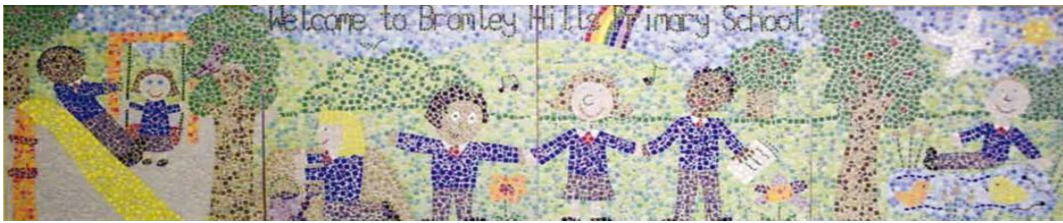
Behaviours for which this would happen include:

- Not following instructions
- Talking
- Not on task
- Not following school rules
- Disrespectful / Silly
- Negative attitude
- Not following school values
- Distracting others
- Not ready / Late
- Making a mess
- Other

If behaviour does not improve, then the teacher will carry out the same as above but move them to a red name. At this point the teacher fills in a short form explaining the behaviour and this transfers to the CPOMS program and logs the incident. Rewards and sanctions are clearly displayed in the classroom so that children are aware of them.

Parents can download the Track It app so that they can see how many house points their child has received and what for. Parents can also see if their child receives a red card for inappropriate / poor behaviour choices.

If a child consistently misbehaves then there is a severe behaviour clause, which is outlined below. Any child, who also displays severe bad behaviour, will fast track straight to the severe behaviour clause and by-pass the sanctions. This will also be logged in CPOMS. The circumstances of each child are taken into account to ensure that it is a chosen negative behaviour that has taken place and is not the result of a learning need or condition the child may have.



SEVERE BEHAVIOUR CLAUSE

Outlined below are the consequences for severe behaviour in the classroom or playground.

If a child reaches the final sanction, they will be sent to the Deputy Head Teacher or the Head Teacher immediately for a discussion about their behaviour. They will explain what will happen if they are sent again – a letter sent to their parents.

If a child repeatedly reaches the final stage on the TrackIt program, then the parents will be invited in to a meeting with the class teacher and the DHT or HT where possible. At this point a child may be entered onto the special needs register and have an Individual Behaviour Plan written for them.

Should it be deemed necessary following the implementation of all these interventions, the Headteacher will refer to the Exclusion Policy.

The monitoring of the behaviour records will also highlight any children who are consistently going through the sanctions and these children will be spoken to either by the Head or Deputy.

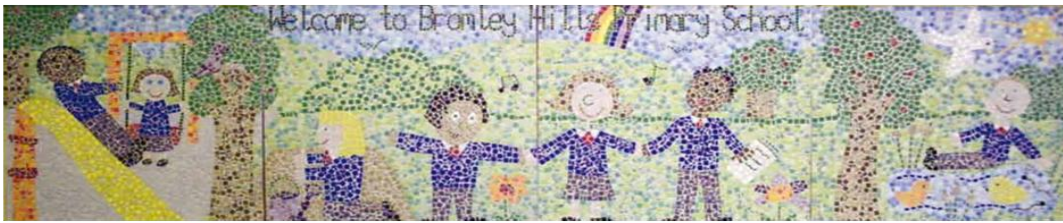
LUNCHTIME BEHAVIOUR POLICY

Rules

- Listen to the supervisors and prefects and respond *politely*
- Do as you are asked *first time*
- Make sure you use the correct toilets and get a pass!
- Any games that you play – please put away!
- Treat each other with respect! Think about our school values!
- Once you have chosen where to sit – stay there!
- Accept the consequences of your actions

Rewards

- Verbal Praise
- Sticker
- House point
- Speak to Class teacher



Sanctions

- Verbal Warning
- Second Verbal Warning
- Time Out from chosen activity for 5 minutes
- Time out at wall for 5 minutes
- Sent to DHT/HT
- Letter sent home

If a child consistently misbehaves then parents will be contacted so that discussions can take place to ensure smoother lunchtimes. Should it be deemed necessary, following the implementation of all interventions, the Headteacher will refer to the Exclusion Policy and exclude the child from lunchtimes. All lunchtime supervisors are made aware of those children with additional needs and strategies discussed with them to ensure that these children receive a consistent approach from all adults across school.

The school will collect data from the following sources:

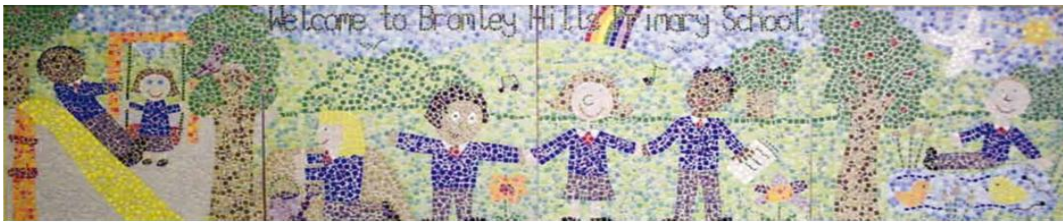
- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other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

The data will be monitored and objectively analysed regularly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

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

15. Monitoring and review

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



16. GDPR

This policy adheres to the principles under UK data protection law. For further information please review the school's data protection policy published on the school's website.



Appendix 1 – Behaviour Plans

Stage 1: Behaviour Monitoring Plan (Use the Strengths & Difficulties Questionnaire (SDQ) to inform Behaviour Plan)				
Name:	Year Group:	Class:	Date:	Review Date:
Pupil Profile				
Strengths & Interests:	Learning Needs/SEND:	Behaviour of Concern:	Triggers:	Early Warning Signs:
E.g., enjoys drawing, good at maths, likes football.	E.g., ADHD diagnosis, sensory processing needs.	E.g., shouts out in class, leaves seat without permission, refuses to follow instructions.	E.g., loud noises, unstructured times, changes in routine, avoidance of work.	E.g., fidgeting, pacing, raised voice, avoiding eye contact.
Individual Behaviour Monitoring Plan				
Target (SMART)	Plan & Do (Targeted Strategies)	Assess (How well are you doing?)	Review (What will you do next?)	

Stage 2: Behaviour Support Plan			
Targeted Intervention Plan			
Targets	Positive Strategies & Preventative Measures	Scaffolds/Strategies to be used	
e.g. - To try to avoid arguing with adults. - To try and always be use kind words, hands and feet.	- Provide clear, simple instructions. - Use visual timetables and reminders. - Offer sensory breaks or movement opportunities. - Give choices to promote autonomy. - Praise and reward positive behaviour immediately.	e.g. - To take time out from the classroom when feeling a negative emotion (e.g. frustration or anger). - Adults will acknowledge that they have something that they want to say - Safe space to be agreed for them to go to if they become dysregulated at any point throughout the day.	
Individual Behaviour Support Plan			
Target (SMART)	Plan & Do (Targeted Strategies)	Assess (How well are you doing?)	Review (What will you do next?)



Stage 3: Behaviour Crisis Plan

Support Strategies

De-Escalation Techniques	Crisis Management Plan	Risk Assessment
• Speak calmly and at the child's level. • Offer a quiet space or time-out card. • Use distraction or redirection to a preferred activity. • Avoid confrontation — give processing time.	• Ensure safety of all pupils and staff. • Remove potential hazards. • Follow school safeguarding and behaviour policy. • Contact SLT if needed.	• Risk that they leave the classroom without adult permission or support. • Risk that they could use unkind or inappropriate words towards staff or their peers. • Risk that they could display aggression towards their peers. • Risk that they could express their negative emotions through physical acts directed at the environment.

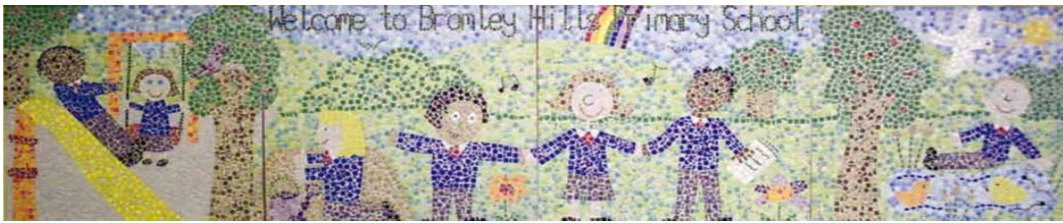
Individual Behaviour Plan

Target (SMART)	Plan & Do (Targeted Strategies)	Assess (How well are you doing?)	Review (What will you do next?)

My De-Escalation Plan

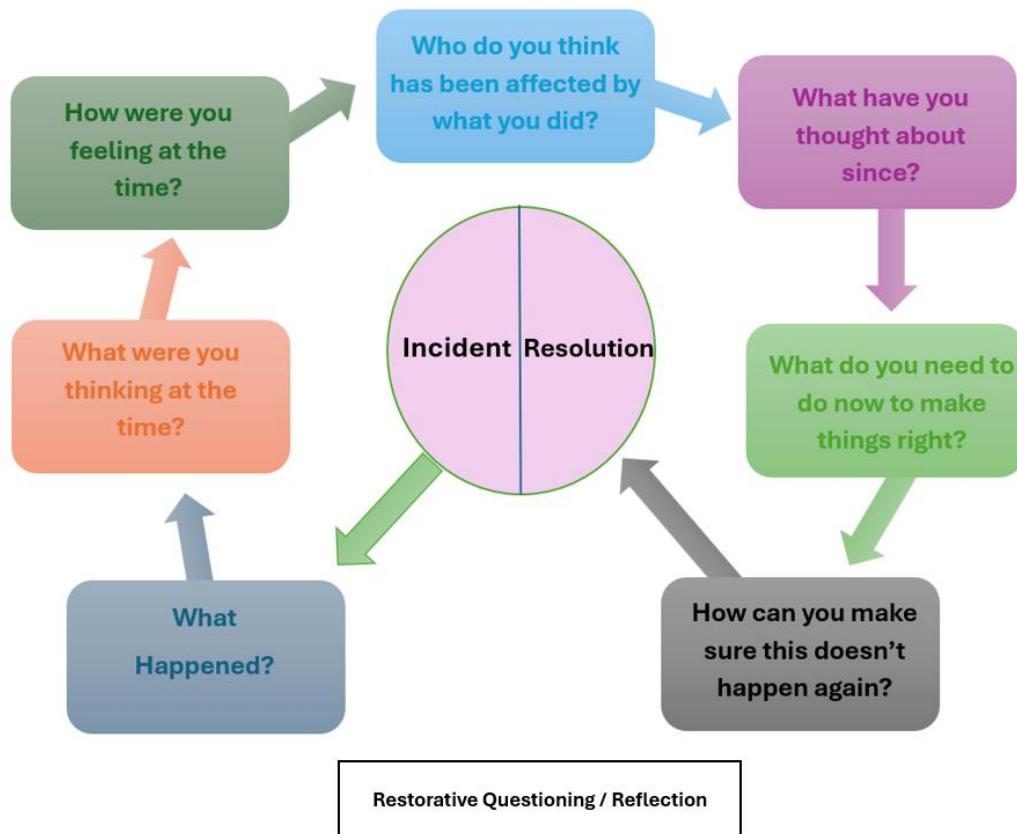
Green Calm & Relaxed Pupil Presentation	Amber Anxious, Aroused, Distressed Pupil Presentation	Red Challenging Behaviour Pupil Presentation	Purple Calming Down Pupil Presentation
(What they do, say and look like that gives us clues that they are calm and relaxed)	What they do, say and looks like that gives us clues that they are becoming anxious or aroused.	What they do, say and looks like when they present challenging behaviour.	What they <u>does</u> , says and looks like that tells us that they are becoming <u>more calm</u>
e.g. • Engaging in learning • Smiling • Listening • Laughing • Able to have a joke	e.g. • Refusal to engage in any learning • Telling people to 'shut up' • Tries to get other children to 'follow him' • Doesn't show any respect for anyone	e.g. • Kicks things • Bangs on the table • Tries to break things • Says unkind things to adults and children • Tries to disrupt lessons as much as he can • Attention seeking behaviour	e.g. • Become quiet, saying very little • The might cry
Staff Response	Staff Response	Staff Response	Staff Response
What we do, say and look like that supports them staying calm and relaxed.	<i>The things that we can do or say to stop the situation from escalating further and return them to the proactive phase as soon as possible</i>	<i>The things that we can do or say to quickly manage the situation and to prevent unnecessary distress, injury and destruction.</i>	<i>The things that we can do or say to support them to become <u>more calm</u> again and return to the proactive phase.</i>
e.g. • Positive praise • Stickers • Regular check ins	e.g. • Chat 1 to 1 with him • Let him have 5 minutes in the calm area outside the classroom	e.g. Follow him to ensure he is safe and other children are safe from him • Encourage him to go to an area where he will be safe and contained, away from other children	e.g. • Reassure him • Listen to him • If he doesn't respond to your reassurances rationally, stop talking
Outcome	Outcome	Outcome	Outcome
Child stays in class	Time Out / Rainbow Room	SLT's Offices	Rainbow Room

Pupil Signature Teacher Signature



Appendix 2 – Restorative Questioning / Reflection

Behaviour Monitoring / Support Plan





Appendix 3 – Behaviour Monitoring Sheet

Go for Green! – Behaviour Plan

Day	Arrive	Session 1	Break	Lesson 2	Lunch time	Session 3	Session 4	Comments	Parent Signature
Mon									
Tues									
Weds									
Thurs									
Fri									

Teachers will write GREEN, YELLOW or RED in the box for your lesson. These mean:

GREEN – You have worked well, stayed on task, and tried your best during this lesson – your behaviour was great!

YELLOW – at times you worked well but not throughout the lesson – you needed to be reminded about your behaviour.

RED – you didn't try your best or concentrate during the lesson and you disturbed others – your behaviour was not acceptable