



Behaviour Policy and Statement of Behaviour Principles

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

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

3. Definitions

Capel St Mary CEVC Primary School staff will model good relationships and behaviour for children and their families at all times to enable this policy to be the most effective it can be.

We have a shared understanding that children need to develop three behaviours that are essential for life. It is accepted that each of the behaviours impacts on the other two.

- **Learning Behaviour** – promotes the confidence to investigate and question, the imagination to create and develop, and the ability to communicate and evaluate in order to refine and improve, and the persistence and concentration to keep on task.
- **Social Behaviour** – enables a person to listen and respond appropriately, with empathy and understanding, to adapt their behaviour to suit different people and situations, and to have the confidence to put forward their own point of view whilst respecting other's rights and responsibilities.
- **Conduct Behaviour** – develops a feeling of self-discipline which enables individuals to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Good behaviour is expected in our school; this includes politeness, courtesy, thoughtfulness and respect towards others and care of the school environment.

Good behaviour involves being aware of different situations and being able to adapt to them

Good behaviour is the intention to 'do the right thing' even when it goes wrong, and the intention to improve on current levels of behaviour.

Learning Behaviour

Learning Behaviour has the following objective as outlined by the Rose Report 'Essentials for Learning and Life'

"Children have the skills to learn effectively. They can plan, research and critically evaluate, using reasoned arguments to support conclusions. They think creatively, making original connections and generating ideas. They consider alternative solutions to problems."

We will work to develop and extend these skills so that children learn how to:

1. Investigate, ask relevant questions, identify problems, analyse and judge the value of information and ideas and questions and assumptions.
2. Plan systematically using time and resources effectively, anticipating, taking and managing risks.
3. Create and develop, using their imagination to explore possibilities and generate ideas.
4. Try out innovative alternatives, look for patterns, recognise differences and make generalisations, predict outcomes and make reasoned decisions.
5. Communicate, interacting with different audiences in a variety of ways using a range of media.
6. Evaluate, developing criteria for judging work and suggesting refinements and improvements.

Social Behaviour

We expect children to develop a wide range of social skills that allow them to get on well with each other. Children will learn to work and play cooperatively and collaboratively alongside all other children, accepting the differences that might be present. Any form of bias, discrimination or prejudice will be actively prevented. Children will learn to take turns and share, developing the ability to state their own views and needs whilst respecting the fact that others may not share those same views.

Children will learn to negotiate and use strategies to resolve disputes and conflicts.

Children will learn that different behaviours are appropriate to different situations.

Children will be taught to show remorse when mistakes are made and show forgiveness of others.

Conduct Behaviour

We expect children to develop good manners and a caring attitude to others. This can be shown in how we relate to and speak to others and how we behave in and around the school. For example we let others through doorways first, we say please and thank you, we offer to help others, we move around the school safely and quietly, we look after equipment and so on.

Developing good conduct is also part of learning how to behave in order to be trusted, it is expected that children can be trusted.

Unacceptable behaviour is anything that prevents others from getting on with their main purpose in school – that of teaching and learning.

Unacceptable behaviour is anything that leads other children to feel unsafe or insecure.

Unacceptable behaviour is anything that is deliberate or persistent to make another child unhappy.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Inappropriate uniform (deliberate wearing of inappropriate uniform)

Disruptive behaviour is defined as:

During lessons, disruptive behaviour is any behaviour that has a detrimental impact on the learning process for other pupils or prevents the teacher from organising and imparting learning effectively. This may include persistent [low-level behaviours](#), such as: calling out; conversations when a pupil should be listening actively to the teacher or a selected peer; misuse of technology; fiddling with objects (unless given permission to do so); challenging the teacher's authority; non-compliance, such as refused to undertake a task; and physical or verbal aggression.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers

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

4. The School's Christian Values

The school promotes strongly our Christian Values and our caring ethos through collective worship, class displays and regular rewards. Relevant Christian Values include 'friendship', 'respect', 'truthfulness' and 'forgiveness'. Teaching children about the school's Christian Values is one of the main ways that we promote positive behaviour and prevent poor behaviour from occurring. When dealing with incidents of misbehaviour, staff members routinely refer to the school's Christian values and high expectations of behaviour. In particular, the importance of the Christian Value of 'forgiveness' is emphasised regularly in order to help children move on from an incident. These Christian Values underpin all our interactions with children and our decisions about how to deal with misbehaviour. Pupils may be appointed as members of the 'Faith Council' and they help identify and promote Christian Values in action.

5. Bullying

Bullying is defined as the repetitive, intentional harming of one 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
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

6. Roles and responsibilities

6.1 The governing board

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

6.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

6.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents Using CPOMS

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

6.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Adhere to the Parents Code of Conduct

7. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and all adults and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the appropriate uniform at all times
- Accept sanctions when given

- Refrain from behaving in a way that brings the school into disrepute, including when outside school

8. Rewards and sanctions

It is vital that we reward and recognise achievement in all guises and this includes good behaviour and / or improved behaviour, good effort and good progress.

All members of our school community attempt to spot good behaviour and tell someone in order for this behaviour to be recognised and used as a model to others.

Staff reward achievement in the following ways, but this list is not exhaustive:

1. Congratulations and praise is given honestly and openly.
2. Classes work towards a class achievement to earn special treats.
3. Dojo points are given out by staff for good work or good behaviour across the school.
4. Stickers are used by a range of staff for good work or good behaviour across the school.
5. In Unit One, Two and Three a weekly assembly rewards good conduct, effort or work and a pupil is given a small reward.
6. Children from Year 3 upwards work towards a special reward system called SMARTs. Children work to gain a significant achievement in nine different learning areas – Number, Word, People, Body, Self, Nature, Music, Presentation and Picture. When they achieve this, a member of staff writes out a SMART postcard detailing the achievement and sends the child to the Headteacher for special congratulations. The child then takes the card home to celebrate with family. When all 9 SMARTs are achieved the child is given an acorn badge to sew on their jumper and is recognised in a special ACORN assembly to which family are invited.

The celebration assembly at the end of each term will focus on giving out SMART awards.

8.1 List of rewards and sanctions

As well as the above positive behaviour will also be rewarded with:

- Praise
- Letters or phone calls home to parents or a virtual Class Dojo message.
- Special responsibilities/privileges

There will be times when children make mistakes and sanctions and rules are in place to identify mistakes and deter their reoccurrence.

The school rules are as follows:

1. **We will respect each other and be kind.**
2. **We will work hard and always try our best.**
3. **We will listen and follow instructions.**
4. **We will be sensible when we move around the school, to keep safe.**
5. **We will respect our environment and equipment, including using the internet safely.**

To praise good behaviour staff will endeavour to spot occasions when children are being good and will give praise and rewards to encourage others to follow the good example.

There are some children for whom these rules need to be adapted. These could be children with special educational needs or specific behaviour issues. Where this is the case the sanctions and consequences that are listed below maybe changed. If this is the case this will be explained to other members of the school community as far as is considered prudent by the headteacher.

The sanctions are as follows: **Years One to Six**

1. The adult will give you a warning and talk to you about improving your behaviour.
2. The adult will tell you that you have to miss your morning playtime.
3. Your teacher will ask the Headteacher to send a letter home to your parents by email or post

Or

4. Your teacher or Headteacher will speak to your parents via the Class Dojo app, the phone or in person.

Or

5. The adult will send you to the Headteacher.

If you display continuous low level disruptive behaviour the teacher / adult in charge can use their discretion as to the appropriate sanction.

If Sanctions 4 – 6 are applied then there will be communication with the parents.

Serious incidents are recorded using CPOMS

To deter unacceptable behaviour when a child is dealt with it will be swiftly, firmly and fairly.

It is important that the child knows why the behaviour was unacceptable and is given an opportunity to explain and make amends.

It is also important that the victim of the unacceptable behaviour understands how it has been dealt with.

Restorative Practice and Reconciliation

Follow up, Repair, Restore

Whether a behaviour incident occurs in class or during break times, there should always be a follow up conversation based on the principles: **follow up, repair, restore. This restorative conversation is most effective when it involves all the pupils involved in an incident.** This may include questions like:

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since? How are you feeling now?
4. How did this make people feel?
5. Who has been affected?
6. What should we do to put things right?
7. How can we do things differently next time?

As a church school, we encourage children to be sorry and seek forgiveness for any hurt they may cause to others. Where appropriate, it is an expectation that a child who has caused upset to another person should say, 'sorry,' or write a sorry note expressing their error and asking for forgiveness, and in return the receiver should forgive and the error be written off. Each day is a new start. If a misdemeanour occurs towards the end of the day, the parent will be informed and the child may be asked to write a sorry note that evening to bring into school the next day. School staff will decide whether it is appropriate for further action will be taken the next day.

Staff members should welcome or receive a child back into the classroom discreetly and positively, especially after there has been a time out or a visit to a senior leader for misbehaviour. A child may require support to access learning if they have missed lesson time and staff members must be mindful of their needs. This will give the best chance of success and moving on from an incident.

8.2 EYFS Rewards and Sanctions

We have produced a separate set of sanctions for EYFS and Nursery because, due to the age of the children, the ones for the rest of the school are not appropriate. The rewards are as stated under 7.1

Sanctions:

1. Children are spoken to by the staff and reminded of the expected behaviour within the classroom.
2. The children are spoken to more firmly if their behaviour does not immediately improve.

3. Children can be withdrawn from the situation and have a period of 'Thinking Time' to reflect on their behaviour.
4. If the behaviour continues the child will miss five minutes of their playtime
5. If the behaviour persists a telephone call / Class Dojo message will be made / sent to the parent to discuss the problem and to put an action plan in place if appropriate. The child will also be sent to a member of SLT who does not work in the EYFS Unit.

8.3 Consequences should be 'reset' at the next break or lunch time, so that there is a fresh start for the next lesson.

For severe or persistent misbehaviour, a pupil may be sent to a member of the Senior Leadership Team. For particularly serious misbehaviour, a Senior Leader may be involved at an earlier stage. This may be to support a child in reflecting on their behaviour or may be for 'removal' from the classroom to continue their education in a separate supervised setting.

Note that 'Time Out' may take place in a classroom or a pupil may be asked to step outside the classroom. This is intended to be a brief intervention, including a conversation with a staff member, after which the pupil is expected to return to the lesson. It is not necessary to inform parents of the use of a 'Time Out' to manage behaviour as this is a normal step to support reflection and self-regulation.

Staff members will address poor behaviour during a child's 'own' time, such as break time or lunch time, when they decide it is appropriate to do so. This time is for reflection and reconciliation and is referred to as 'Reflection Time'. Teachers have a legal power to put pupils under 18 in 'detention'. Parental consent is not required for keeping children in at break time or lunch time. Staff members must act reasonably. For example, pupils should be allowed a reasonable time for eating, drinking and use of the toilet. Teachers use their professional judgement and consider pupils' age and level of understanding when deciding how long a pupil should be kept in for.

Staff members exercise their professional judgement in adapting the contents and sequence of sanctions to meet the needs of the pupils involved. While aiming to be generally consistent in the application of the sanction's progression, reasonable adjustments may need to be made to take account of a child's age, personal circumstances or Special Educational Needs or Disability (SEND). Staff members will be mindful of individuals' needs and may write an individual risk assessment and behaviour plan as necessary.

A senior leader may decide that a child's serious misbehaviour warrants separation from his / her peers during lesson time for reflection. Staff members will ask a pupil to accompany them and use their discretion to decide how long this should be for, carefully considering that consequences should be proportionate to the misbehaviour. This is not considered to be an 'exclusion' or 'removal' from the classroom but an opportunity for reflection and reconciliation, with the pupil supported to return to the classroom as quickly as possible.

In accordance with DfE guidance 'Behaviour in Schools' (2022), for persistent or serious disciplinary reasons, a pupil may be 'removed' from the classroom. 'Removal' from a classroom is a serious sanction for misbehaviour and allows for pupils to continue their education away from the classroom. Their education may differ from the mainstream curriculum but it still meaningful to them. Other behaviour management strategies will be used in the classroom before 'removal'. A pupil may be 'removed' from the classroom for the following reasons:

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

If misbehaviour is serious, persistent or a child does not appear to be responding to appropriate sanctions, parents will be informed by the class teacher in a timely fashion. This could be face-to-face, by phone or an online message.

It is important that the sanction is not out of proportion to the offence. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. Where poor behaviour is persistent, it may be necessary to instigate an individual behaviour plan.

Time to discuss issues with the children is important and may take place during PSHE lessons or Worship. These sessions give the opportunity to reinforce expectations of behaviour and respect throughout the school.

8.4 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Safeguarding policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

9. Behaviour management

9.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom 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

9.2 Reasonable Force and Physical Restraint

Capel St Mary is not a 'not touch' school. We encourage positive and appropriate physical contact in a pupil's best interests. Examples of appropriate touch include to offer comfort when a child is distressed and to indicate praise and reward, such as a hand on the shoulder.

The term 'reasonable force' covers a range of actions that involve physical contact with pupils. The law allows for 'reasonable force' to be used by school staff members. An action will be considered 'reasonable' if it is both necessary (to stop a greater harm) and proportionate. 'Reasonable force' involves taking the least restrictive option imposed for no longer than necessary, using no more force than is needed. School staff members always try to avoid acting in a way that may cause injury. However, when using 'reasonable force' **to prevent a greater harm**, it may not be possible to avoid causing injury.

'Reasonable force' is used as a last resort.

All members of school staff have a legal power to use 'reasonable force'. For example, any staff member has the power to physically prevent a pupil running into the road in order to keep them safe. However, a member of staff with the appropriate level of 'Behaviour Safe' training will be sent for if possible.

'Reasonable force' may be used when a pupil's behaviour presents a serious danger of causing harm to themselves or to others or property or to maintain good order and discipline. 'Reasonable force' may also be used to prevent pupils committing an offence. In such circumstances, staff members may need to take physical control until such time as the pupil is able to take control for themselves.

'Reasonable force' may include restraint (physically holding a pupil to keep them or others safe, such as when pupils are fighting and refusing to separate) and control (using physical contact to lead, guide or control a pupil, such as leading a pupil by the elbow / upper arm). Any restraint is in line with local authority guidelines, learned through appropriate 'Behaviour Safe' training. When restraint is used this is recorded in a logbook kept in the school office.

Staff members use professional judgement to decide when or whether to physically intervene and this decision will depend on the specific circumstances. Reasonable adjustments are made for pupils with Special Educational Needs and Disabilities (SEND). Examples of when a staff member may physically intervene and use 'reasonable force' include:

- To restrain a pupil at risk of harming themselves;
- To restrain a pupil who is attacking a member of staff or another pupil or to stop a fight;
- To remove (lead or guide) a disruptive pupil from a classroom.
-

This list is not exhaustive.

When 'reasonable force', such as physical restraint, has been used, this will be recorded in the restraint logbook, which is kept in the Safeguarding cupboard in the Headteacher's office. The pupil's parents will be informed.

Force cannot be used as a punishment or to force compliance and it is unlawful for school staff members to do so.

9.3 Searching and Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

Staff members may search and confiscate pupils' belongings. In accordance with DfE guidance 'Searching, screening and confiscation' (2018), school staff can search pupils with their consent for any item. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree. If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate sanction as set out in the school's behaviour policy. A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty. School staff may contact the parents in this circumstance.

School staff members may also lawfully undertake searches without a pupil's consent if they have reasonable grounds for suspecting that a pupil is in possession of a prohibited item. Such items include knives or weapons, alcohol, illegal drugs and stolen items, tobacco and cigarette papers, fireworks, pornographic images and 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, or damage to property. Prohibited items also include any item banned by the school and communicated to pupils and parents.

The headteacher reserves the right to ban items, such as toys, cards or other objects that are fashionable or from the latest 'craze'. Banned items will be publicised in the school

newsletter. Chewing gum is banned from school and pupils are expected not to have chewing gum in their possession during the school day.

Through this policy, the headteacher authorises school staff members to carry out such searches. However, staff members can refuse to carry out a search, for example if a pupil is suspected of being in possession of a weapon.

Confiscation must be proportionate, necessary and in pursuance of a legitimate aim. Although staff members may search for and confiscate items, this is a 'power' not a 'duty' and staff members cannot be compelled to undertake searches or confiscation.

There are two sets of legal provisions which enable school staff members to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property;
- Power to search without consent for 'prohibited items', including any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property or any item that has been banned by the school. 'Prohibited items' include knives, fireworks, weapons, illegal drugs.

Pupils are expected to refrain from using mobile phones during the school day. Pupils who bring mobile phones to school are expected to hand them to their teacher at the beginning of the day. The teacher will send them to the main office where pupils can collect them at the end of the day. The school does not accept responsibility for lost or damaged mobile phones. If pupils are found using a mobile phone during the school day, in lessons or at break times, the phone will be confiscated and locked away. It will be returned on request at the end of the school day.

9.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

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

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

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

This policy also recognises that for some children the rewards and sanctions as set out will not work due to a disability / impairment. If this is the case an Individual Behaviour Plan will be drawn up and shared with all relevant staff, children and parents.

A dynamic risk assessment will be created to support children with certain behaviours to ensure all children and staff are kept safe as situations evolve.

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

11. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. *Where additional support is identified training will be sought to ensure that all staff teaching children with additional needs will have the support that is required.*

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full Governing Body every two years. At each review, the policy will be approved by the headteacher and ratified by the governing body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the **full** Governing Body every two years.

Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to engaging pupils, leading to good behaviour.

It follows that lessons must have clear objectives, understood by the children. Lessons should be planned, structured and supported in order to meet the needs of children of different abilities. Marking and assessment are used both as supportive activity, providing feedback to children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. Lessons are planned to support children's learning behaviour and offer them a wide variety of opportunities to engage fully and effectively within lessons.

Teachers use resources, materials and programmes that support the children in developing their aspirations and help them to take responsibility for their own learning, achievements and behaviour. For example, children are taught about learning behaviour explicitly in lessons. Personal, Social and Health Education (PSHE) includes work on safety, friendship, bullying and social behaviour.

Suspension and Exclusion

In rare cases it may be necessary to suspend or permanently exclude a child. Suspension for a fixed period is considered for serious breaches of the school rules, such as a physical assault, or repeated violations and persistent misbehaviour. Any child returning to school following suspension is supported in positive re-integration. This includes a meeting with a Senior Leader to review the reasons for the suspension and to agree manageable, achievable targets. This is most successful when a parent also attends the re-integration meeting. Senior Leaders may choose to set up a Pastoral Support Plan, involving regular meetings, to review progress against targets. When a pupil is known to be at risk of suspension, the school liaises closely with relevant external agencies, such as social care, the Education Welfare Officer, the Education Access Team and Family Services (the Local Authority). Suspensions are for a fixed term, the length of which will be decided upon by the Headteacher in consultation with appropriate staff members and external agencies. For severe breaches of the school rules or dangerous behaviour, the school will consider permanent exclusion. Permanent exclusion will also be considered for persistent poor behaviour that has not improved following in-school sanctions and interventions, including previous suspensions.

Absconding

Pupils are considered to be absconding as soon as they leave the school site. The generic policy for absconding pupils is to observe at a safe distance and contact the parents. Police will be called if staff members are unable to observe the pupil or if he/she is at significant risk of harm. For

specific pupils who are known to be at risk of absconding, staff members refer to individual risk assessments and behaviour plans, which are the responsibility of the class teacher.

Behaviour Outside School

School staff members can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

The decision to sanction the pupil and the sanction itself must be made on the school premises or while the pupil is under the charge of the member of staff.

School staff members can also discipline pupils for misbehaviour outside school. The law allows for schools to discipline pupils for non-criminal misbehaviour outside school when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing the school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

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

If serious misconduct, such as bullying, is witnessed outside school by a staff member or is reported to the school, this is referred to a member of the Senior Leadership Team. School leaders may impose the same sanctions as those for misbehaviour that takes place in school. Parents are informed of the nature of the reported behaviour and the action taken.

Recording

Teachers and Teaching Assistants record serious behaviour incidents on CPOMS. This includes incidents involving physical violence towards others, damage to property, swearing, and bullying. Staff members use CPOMS to alert colleagues, such as the SENDCo and Senior Leaders, regarding behavioural issues.

Written accounts of serious incidents include antecedents in order to identify triggers and causes of misbehaviour. When pupils transfer to new classes at the end of the academic year, teachers hold transition meetings at which they discuss pupils' needs, triggers and patterns of behaviour. However, it is important that pupils begin each year with a fresh start and an opportunity to succeed without pre-judgement or lowered expectations. In addition to CPOMS records, teachers may use tick-sheets and checklists to record the frequency of different types of misbehaviour. This helps to identify patterns of behaviour and identify triggers and may support referrals to external agencies. If teachers judge that pupils' behaviour poses a serious risk of injury to themselves or others, teachers will produce a risk assessment, which includes possible triggers and strategies for de-escalation. Teachers use their own professional judgement to decide what is recorded and whether an incident should be referred to the Senior Leadership Team.

Where there are incidents of prejudice-related incidents, including racism, homophobia and disability discrimination, these are recorded on CPOMS. Data about prejudice-related incidents is reported to the Governing Body every term and to the Local Authority if requested.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

- Anti-Bullying Policy
- Curriculum Policies
- Online Safety Policy

Review Date: September 2025

Next Review Date: September 2027

Appendix : Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and 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 permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

This written statement of behaviour principles is reviewed and approved by the full Governing Body every two years.