

# Gorsewood Primary School

## Behaviour Policy and Statement of Behaviour Principles



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**Every Child a responsible, respectful citizen!**

**Be Your Best Self!**

**We aim to give all our pupils opportunities to develop their full potential within a caring and supportive environment, providing a wide and varied range of activities to enrich the curriculum and promote a love of learning.**

Gorsewood primary School is committed to creating an environment where exemplary behaviour is at the heart of a happy, learning community. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We believe all pupils have the right to learn in a safe, nurturing environment where they can truly be themselves.

Our behaviour approach is informed by a developmental approach to working with children that supports their emotional and social wellbeing. It uses the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

With a programme of continuous development, our vision is for all our staff to receive regular training and to use this insight to build healthy development, encourage pupils to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress.

We aim to empower pupils so they are in control of their feelings and can recognise when they need to self-regulate or need support to co-regulate. Pupils are taught to develop resilience and use a range of strategies and techniques to use in tricky situations.

Our positive approach to behaviour management teaches children to take ownership of who they are and as a result they become happier, attain more and reach their potential.

# 1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- Promote good behaviour, self-discipline, respect and regard for authority
- **Define** what we consider to be unacceptable behaviour, including bullying and discrimination
- 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 approach to positive behaviour recognition **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: advice for headteachers and school staff, 2016](#)
- > [Behaviour in schools: advice for headteachers and school staff 2022](#)
- > [Searching, screening and confiscation at school 2018](#)
- > [Searching, screening and confiscation: advice for schools 2022](#)
- > [The Equality Act 2010](#)
- > [Keeping Children Safe in Education](#)
- > [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- > [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- > [Use of reasonable force in schools](#)
- > [Supporting pupils with medical conditions at school](#)
- > [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

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
- KCSIE 2024

### 3. Definitions

**School Staff** are defined as any paid member of the school community or any person that the head teacher has temporarily put in charge of pupils such as unpaid volunteers or people accompanying pupils on a school trip.

**Misbehaviour** is defined as:

- Disruption in lessons preventing own learning or the learning of others
- Disruption around school e.g. in the dining room and at break and lunchtimes
- Non-completion of classwork
- Poor attitude towards peers and staff
- Not following the school rules
- Behaving in a way that could cause self or others harm

**Serious misbehaviour** includes:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items (including stolen items, tobacco, knives, vapes, electronic devices not permitted)

This school recognises and endorses [OFSTED's review of sexual abuse in schools and colleges](#) (2021). Sexual abuse, sexual harassment and online sexual abuse are not tolerated or accepted in this setting. In addition to our work in RSE and safeguarding work, we will utilise all of the range of sanctions in this policy to address it. We will treat all allegations of this nature as both behavioural incidents and safeguarding incidents and will act accordingly.

### 4. 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
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 Policy.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for:

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

### 5.2 The headteacher

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

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the Governing Body.
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### **5.3 Staff**

Staff are responsible for:

- › Developing positive relationships with pupils built on TRUST, RESPECT and REGARD.
- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly using the school system - CPOMS
- › Challenging pupils to meet the school's expectations

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

### **5.4 Parents and carers**

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

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

### **5.5 Pupils**

Pupils will be made aware of the following behaviour expectations:

- › The expected standard of behaviour they should be displaying at school

- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with additional support wherever appropriate.

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

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## **6. School Behaviour Curriculum**

In Gorsewood our school rules have been selected to support social, emotional and learning behaviours. Each rule will be developed and discussed with pupils as part of their class reflection and in assemblies. When discussing behaviours, these rules will be explicitly used. Our school council played a key role in deciding on our rules.

Our overarching rule is:

**Be your best self!**

We then have 3 other rules:

- 1. Be Safe**
- 2. Be Ready**
- 3. Be Respectful**

These rules are all essential to make a positive contribution to the community. Through teaching our children the importance of these rules, we aim to equip them with the right attributes to enable them to flourish now and in the future.

## **7. Responding to behaviour**

We aim to recognise, acknowledge and celebrate when children follow our school rules. Children must expect their efforts to be recognised and we aim to maintain a culture where children want to succeed and are proud of their talents and success. It is vital that there is an emphasis on praise rather than sanctions.

The ultimate reward for good behaviour, effort and attendance will come from the opportunities that the child's success will bring in the future. However, we recognise that children need recognition for their achievement in the shorter term. Parents/carers will be informed of achievements and there will be opportunities to celebrate successes in whole school celebration assemblies.

We strongly believe that responding to the SEMH needs of children is not the responsibility of a few staff in school; it is everyone's responsibility. All members of staff are responsible for

supporting the behaviour of children across the school: **building relationships is everybody's business!**

Our positive approaches to behaviour involve us 'noticing' good choices and being explicit in descriptive praise and recognition. There will always be opportunities to talk about behaviours and a restorative approach is used to help pupils understand the impact of their behaviours. As pupils begin to get older, they become more involved in deciding their sanctions.

Pupils learn strategies and techniques to deal with tricky situations to develop the tools needed to support their wellbeing and mental health. They will be taught to build resilience and to understand the importance of being able to reflect on our actions. Alongside our Behaviour Policy, we also use Zones of Regulation. These are used to help children manage and regulate their emotions. Assemblies and discrete lessons teach children about the Zones of Regulation.

## 7.1 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
- Establish clear routines
- Maintain high behaviour expectations
- Display the school rules and class charter (developed by pupils)
- Display the Zones of Regulation colours
- Develop a positive relationship with pupils, which include:
  - Greeting pupils in the morning/at the start of lessons
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Following the school steps for dealing with low-level disruption
  - Using positive reinforcement

Team Stop is used throughout the school and all children respond to a raised hand.

Staff will also refer to 'Zones of Regulation'. The Zones approach uses four colours to help students identify how they are feeling in the moment given their emotions and level of alertness as well as guide them to strategies to support regulation.

By understanding how to notice their body's signals, detect triggers, read social context and consider how their behaviour impact those around them, pupil learn improved emotional control, sensory regulation, self-awareness, and problem-solving abilities.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. Staff remain calm whilst managing behaviour and provide time for the pupils' voice to be heard.

## 7.2 Safeguarding

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

- We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
- Please refer to our child protection and safeguarding policy for more information

### **7.3 Responding to good behaviour**

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

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

Positive behaviours will be recognised with:

#### Ongoing

- regular positive verbal feedback to reinforce
- stickers
- reference to good role models
- house points (both individual and towards their house total)
- Be your Best Self raffle tickets
- use of Marvellous Me (parent notification)
- positions of responsibility, such as house leaders and monitors

#### Weekly

- Positive notes sent home to pupils who have gone above and beyond all week
- Positive phone calls home
- Weekly Celebration assemblies with head teacher's award certificates and other certificates to celebrate school values and rules

#### Ad-hoc

- Individual class rewards ie marble jar

### **7.4 Responding to misbehaviour**

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

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

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

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

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

**The school will respond to low level behaviours using the steps below:**

**Behaviour steps should be carried out in a calm, discrete manner.**

1. **Friendly reminder** – no learning lost (might be through eye contact or a hand signal)
2. **Warning** – no learning lost (might be a quiet reminder at the pupil's desk). Time given to change behaviour.
3. **Last chance** – speak privately to the pupil and offer the opportunity for a '**Brain break**' in the classroom or different area of school. **Script to support this**. Consequences may be used following this ie Teacher might ask child to stay back for 2 minutes at playtime to discuss further. CPOMS maybe needed if this is a daily occurrence.
4. **Time out** - Intervention and support from SLT and nurture staff. This step may use timeout in a different classroom if the 'brain break' hasn't supported regulation or behaviour. It is important to note the SLT will provide the pupil with time out to support regulation but the staff involved in the incident will need to work with SLT and the pupil to resolve the issue. Parental notification and discussions may need to take place to support pupil to meet behaviour standards in the future.
5. **Follow up, reflect, repair**. This should always be used after step 4 but maybe needed after step 3 at times. It should be carried out by the member of staff who was involved in the incident NOT SLT.

Staff follow the guidance: **PRAISE IN PUBLIC AND REPRIMAND IN PRIVATE**

**Shouting does not form any part of our behaviour management steps.**

**Consequences may include:**

- Part of playtime missed (all children must still have access to some physical activity)
- Time with teacher after the lesson
- Verbal apology
- Letter of apology
- Working away from peers in another area of school
- Sitting in a different place in class
- Work to complete at home (if missed during lesson)
- Restorative conversation

**Further consequences:**

- Informing parents (staff must consider when and how they do this. It should be in private and not in front of other parents/carers).
- SLT check in to support behaviour
- Daily or weekly behaviour meetings with parents
- Bespoke behaviour support plan
- Home school behaviour book (should focus on both positive and negative behaviours and an agreed format decided with parents).

**Teachers may decide to use visual behaviour prompts for children in younger classes.**

## **7.5 Reasonable force**

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (use of CPOMS)

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

## 7.6 Confiscation, searches, screening

School staff have a right to screen and search any pupils **with consent**. They also have the right to search pupils **without consent** if they suspect that the pupil is carrying any prohibited item. Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

School staff will liaise with the police and other agencies if pupils are found to be in possession of any illegal item, including data, images or videos on their mobile phone. We reserve the right to delete any data or files from a pupil's mobile phone if we think there is a good reason to do so.

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

## 7.7 Off-site misbehaviour

At Gorsewood Primary School, we will work alongside parents to support and tackle misbehaviour which occurs outside of school premises, including online behaviour.

We always endeavour to support parents at home with behaviour and our Family Support Worker is able to offer support and advice to parents. We are able to guide parents towards parenting courses and support groups within the local area. We will also support families with Early help too.

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform

- In any other way identifiable as a pupil of our school

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

### **7.8 Online misbehaviour**

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

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

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

### **7.9 Suspected criminal behaviour**

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

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

If a decision is made to report the matter to the police, the head teacher will make the report.

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

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

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

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

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

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

Please refer to our Child Protection and Safeguarding Policy for more information.

### **7.11 Malicious allegations**

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

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

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

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

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

## **8. Serious sanctions**

**For more serious behaviours or repeated low level concerns:**

- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Putting a pupil on individual behaviour support plan
- Removal of the pupil from the classroom
- Fixed term suspension
- Permanent exclusions, in the most serious of circumstances

The behaviour will be investigated with the SLT and parents informed. Where behaviour involves two or more pupils there will be a restorative approach where pupils acknowledge the impact of their behaviour and learn to take responsibility for their actions.

Where behaviours are repeated and further support is needed, school may also involve the pastoral team in behaviour support. This may include behaviour interventions and personalised behaviour plans. The pastoral team and SENCO will also become involved in supporting a child. Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

School will also use external agencies for further support, advice and guidance including the following teams from Halton's Local Offer:

- [Positive Behaviour Support Service \(PBSS\)](#)
- [Halton Behaviour Support Service \(HBSS\)](#)
- [Educational Psychology Service](#)
- [Education Welfare Service](#)

## 8.1 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

# 9. Responding to misbehaviour from pupils with SEND

## 9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

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

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Staff will be aware of the needs of individual pupils and use some of the following approaches:

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

## **9.2 Adapting sanctions for pupils with SEND**

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

- › Whether the pupil was unable to understand the rule or instruction?
- › Whether the pupil was unable to act differently at the time as a result of their SEND?
- › Whether the pupil is likely to behave aggressively due to their particular SEND?

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

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

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

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

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

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

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

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

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

## **10. Supporting pupils following a sanction**

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

This will include some of the following:

- Opportunities to reflect on behaviour and talk about it
- Reintegration meetings following a suspension
- Daily contact with the pastoral lead (could be a soft-landing, joining Chillzone club)
- Personalised behaviour goals

There is an agreed system in place for low level behaviours. Children are given opportunities to reflect on their behaviour and suggest what should have happened or what we expect to see in the future using restorative approach and questioning. It is essential that children are allowed to start each day with “a clean slate.” This will restore the working relationship between staff and the child and place the emphasis back onto rewarding positive behaviour.

Any negative behaviour from the previous day should have been dealt with at that time and should not be allowed to affect the following day. However, this does not mean that any strategy put in place to improve behaviour can be ignored e.g. if a child has been given an ongoing sanction due to their behaviour, or has been asked to sit in a particular seat, then that arrangement remains in place for as long as is required.

## **11. Pupil transition**

### **11.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. New Reception pupils, will have school rules shared with parents and transition sessions to support pupils in understanding the rules. Upon starting school, children will learn the rules through PSHE lessons, assemblies and discrete lessons on the school rules.

### **11.2 Preparing outgoing pupils for transition**

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **12. Training**

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

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- The importance of de-escalation techniques

Behaviour management will also form part of continuing professional development and staff meetings will be used to reflect on behaviour strategies and incidents to review practice. Staff will be trained in TEAM TEACH.

A staff training log can be found on SIMS for all staff.

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating school behaviour**

CPOMS will be used to record behaviour incidents. The school will collect data on the following:

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

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

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and the full Governing Board annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair Of Governors.

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

## **14. Links with other policies**

This behaviour policy is linked to the following policies:

- › Exclusions policy
- › Physical restraint policy
- › Mobile phone policy
- › Child Protection and Safeguarding Policy
- › Equality Policy
- › Anti-Bullying Policy
- › Pupil Wellbeing Policy
- › Online Safety Policy

Last Reviewed September 2025 – minor changes,

Next Review: September 2026

*Policy to be reviewed when there is a change in HBC Policy or a change in legislation.*

## Appendix 1:



### 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
- Recognition and sanctions are used consistently by staff, in line with the behaviour policy
- Reasonable force is only used as a last resort and by trained staff.
- 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
- Pupils are empowered to have a positive outlook on life and be the best versions of themselves
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

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

Approved by Governing Body November 2022, 2023, 2024

## Appendix 2:

### Good strategies to manage a disruptive pupil:

- 1) Say their name;
- 2) Eye contact;
- 3) Pause;
- 4) Body language;
- 5) Action e.g. “look this way”;
- 6) “Thank you”; Smile

### 30 second intervention script

- *Name*
- *I noticed you are...* *I can see that you are feeling ...*
- *It was the rule about...that you broke*
- *You have chosen to...*
- *Do you remember last week when you...*
- *That is who I need to see today*

### Restore and reflect script

1. What has happened?
2. What were you thinking at the time (teacher and students)
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done now to make things right?
6. How can we do things differently in the future?

## Appendix 3

### Strategies to support positive behaviour management

Always meet, greet and correct at the door as pupils enter/ leave: brings positivity early, as well as the first chance to stamp out untidy uniform, chewing etc: "Excellent uniform \_\_\_\_"; "Great to see you today \_\_\_\_"; "Good start \_\_\_\_"; "I'm looking forward to seeing you tomorrow."

- Ignore bad behaviour and focus on good behaviour: "Thank you \_\_\_\_ for being ready to listen"; "Thank you \_\_\_\_ for looking this way"; "Thank you \_\_\_\_ for making a good choice" etc.
- Use non-confrontational techniques: "Is everything alright there \_\_\_\_?" for unfocussed pupils. "How can I help you \_\_\_\_?" for pupils off task. Stand next to a disruptive pupil
- Make extra-ordinary out of the ordinary – use a lot of praise for small events
- Utilise and develop non-verbal skills e.g. to sort tie out, tuck shirt in, feet off chairs, looking this way etc. Thumbs up for good. This maintains a calm environment and doesn't disrupt the pace of lesson; boosts pupils' self esteem; pupils can't answer back to a non-verbal cue!
- Routine is crucial – HAND IN THE AIR to get attention, with a thumb up from other hand to pupils that respond
- Knowing their motives allows you to solve behaviour problems e.g. are they bored due to uninspired and disengaging lessons?
- Connect with pupils make everything relevant by using football/ films/ music etc. to apply understanding in new contexts and so the pupils can easily relate
- Have high expectations of all pupils e.g. "I expect all pupils in this room to ...."
- Use a good sense of humour • Smile! It's infectious and generates warmth and a positive learning environment.
- Use seating plans – break up cliques. Use rewards.

A phone call home to a parent for praise is far more worth more than 1,000 negative calls – this is gold dust! A 1-minute call distributing a pupils' praise to their parent can have a great impact.

## Appendix 4

### Key words/phrases to use to support behaviour and empower pupils

#### Empower

- What would your Best Self do? *Don't know?* - Just suppose you do know.
- What would a Super Selfer do? So what are you going to choose to do? Good choice.
- Could you bump it out your bubble or bat it away?
- Stay in your lane
- Get in your power zone
- Child : I can't do it Coach : You can't do it YET
- Child : it's too hard Coach : It's ok, one step at a time, Practice makes progress.
- Child : Upset at getting something wrong Coach: That's great because mistakes are the way we learn, they make your brain spark and grow.

#### Reframe

- What can you think / do to flip it? ( do frying pan action)
- Look at the other side (beach ball)
- What story are you going to give this ? A sad story ( give example) an ok story ( it is what it is, move on) or a happy story ( give example) ->How will that make you feel inside?
- You are in control of your feelings

#### Reframe for child

Well I saw you do ... and I know you did your best,  
You did your best when ...

#### Dig Deep

Tell me more... What else?

What help do you need? What can I do to help / support you?

#### Reflect back

I'm noticing that...

What I'm hearing is ...

What can we change?

What can we learn?

## Appendix 5 – Zones of Regulation

### Helpless zone

moan  
groan  
blame



They made me  
feel ...

### Power Zone

What can I think or  
do?

I take  
action



What can I be  
responsible  
for?

It's up to  
me ...

## The ZONES of Regulation®

<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

Appendix 6 –  
Pupil Behaviour Policy  
Behaviour posters



# Behaviour Policy



**Every Child a responsible, respectful citizen!**



## Be Your Best Self!



In our school we expect all pupils to follow our school rules and behaviour expectations so all children in school can be happy, safe and achieve their potential. Our school rules are easy to remember and follow. They are:



Be safe

Be ready

Be respectful



### To support pupils to follow the school rules we will:

Set clear routines and expectations



Share our expectations for how pupils should behave in different situations

Teach lessons about our how rules and values why they are important

Teach children about emotions and the Zones of Regulation



Support children to develop strategies to use when things get tricky

Respect pupils and listen to them

Praise and reward those who follow the school rules and make good choices



Start and finish each day in a positive way

### To support pupils displaying challenging or negative behaviour we will:

Follow our behaviour steps in a consistent and calm manner



Provide brain break areas in all classrooms

Listen to children during discussions

Use consequences consistently and fairly





# School Rules



**Be Your Best Self**



**Be Safe**



**Be Ready**



**Be Respectful**





# behaviour Steps



**1. Reminder**

**2. Warning**

**3. Last chance/  
brain break**

**4. Time out**

**5. Reflect**

