

Bentley CEVC & Copdock Primary Schools

Behaviour policy and statement of behaviour principles



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1. Relevant legislation, statutory requirements, and guidance.

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

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

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

2. Definitions

Behaviour: anything that individuals say and do.

Valued behaviour: anything that provides a positive experience, creates helpful feelings, and is in line with the school's values. A more detailed description of the valued behaviours linked to school values can be found in Section 6a.

Detrimental behaviour: anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values. Examples of detrimental behaviour and how adults should respond at Bentley and Copdock Schools can be found in Section 7.

Dangerous behaviour: a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse, sexual harassment or fighting.

Being Therapeutic: An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained positive experiences.

Discrimination: any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.

Protected characteristics: as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

Bullying: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. More detail on bullying and our school responses can be found in [Appendix 2](#).

Abuse: a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

Special Educational Need (SEN): a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

Protective consequences: necessary measures to reduce the risk of harm. Protective consequences may limit freedoms. More detail about protective consequences at our schools can be found in Section 7.

Educational consequences: the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms.

3. Aims

At Bentley and Copdock Primary Schools we recognise the links between behaviour, feelings, and experiences.

Our approach to behaviour management is aligned with Therapeutic Thinking training. This policy outlines the purpose, nature and management of behaviour in our school in line with Therapeutic Thinking Ltd. Every school relies on its members behaving in certain ways to achieve its purpose. A school's central purpose is concerned with children's learning and their overall well-being.

Therefore, this policy, and its application, aims to:

- Create positive experiences for all pupils and staff, promoting positive relationships, valued behaviour and emotional safety
- Protect the physical and emotional wellbeing of all members of the school community
- Maintain a safe, calm environment that enables all pupils to learn and staff to teach
- Establish a whole school, consistently applied approach which reflects the values of the school, and enables all pupils to become *confident individuals, successful learners and responsible citizens*
- Analyse and interpret all behaviour as a form of communication
- Ensure all pupils are provided with what they need to develop valued behaviour
- Explicitly teach valued behaviours, so that pupils make progress and can be supported
- Analyse and reduce suspensions and exclusions
- Eliminate prejudice, discrimination, bullying, and all forms of abuse

4. Staff training and development

We recognise that every adult at the school has an important role to play in developing pupils' valued behaviour and reducing detrimental behaviour. We also recognise that every member of staff requires support and training to achieve this.

a. Induction

- i. *Permanent staff* will receive training about the school's approach to behaviour from a senior leader. This will focus on core principles, as well as the roles and responsibilities of key staff. This will take place wherever possible before the new colleague starts working directly with pupils, or as soon as possible thereafter.
- ii. *External providers* routinely working with pupils on an ongoing basis will be asked to attend induction training in line with permanent colleagues (see above). Where this is not possible, these staff will be asked to read and accept a summary document (see [Appendix 1](#)), explaining the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.
- iii. *Agency / supply / ad hoc staff* will be asked to read and accept a summary document (SEE [Appendix 1](#)) before starting to work with pupils. This document explains the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

Annual training

The school will provide regular reminders and updates about the behaviour policy and its application for all staff. This will be led by a senior leader at least once annually.

A culture of learning and support

We recognise that in order to teach valued behaviour and modify detrimental behaviour adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Where requests for support form a pattern, a senior leader will explore with the colleague what ongoing support and training they may find beneficial.

All adults working at the school are expected and supported to reflect on their practice. This is designed to identify how they can enhance ways of teaching valued behaviour and modifying detrimental behaviour. These reflections will take many forms and may include the following; personal / internal reflection, informal discussion with a skilled colleague, co-reflection following observation, professional learning conversation linked to appraisal, supervision.

Targeted support

If a colleague is not regularly and routinely following the principles and approaches outlined in this policy, targeted support will be provided.

5. Roles and responsibilities

a. Governors/Trustees

The governing body 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 through conversations, feedback and data.
- Holding the headteacher to account for its implementation.

b. Headteacher

In addition to all elements of Section 5a and 5d, the Headteacher is responsible for:

- Reviewing and approving (with governors) this policy
- Ensuring that all staff understand the principles and approaches to pupils' behaviour described in this policy
- Ensuring that all stakeholders (staff, pupils, parents/carers, governors, wider community) are involved in reviewing and updating this policy
- Ensuring all staff have appropriate training and support to teach valued behaviour and reduce pupils' detrimental behaviour
- Reviewing data from CPOMS relating to pupils' behaviour to ensure no groups of pupils are disadvantaged by the policy and its implementation.

c. School leaders

In addition to all elements of Section 5a (responsibilities of all members of staff), school leaders (including any colleague with leadership / management responsibilities) are responsible for the following:

- Supporting colleagues to reflect on and develop their practice, for example through informal conversations, observations with co-reflection, and performance review
- addressing and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent
- Analysing patterns of pupils' behaviour, using this information to support stated aims and the principles of this policy
- Providing updates, reminders, and training for colleagues about pupils' behaviour and this policy, as requested by the Headteacher
- Contributing to the induction of new staff (see Section 4a)
- Creation and review of a behaviour curriculum
- Ensuring staff have access to training or support to develop skills and understanding

d. All members of staff

All members of staff are responsible for:

- Teaching valued behaviour
- Modelling valued behaviour
- Analysing and interpreting pupils' behaviour as a form of communication

- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Creating positive experiences for pupils within a calm and safe environment
- Supporting pupils to reduce detrimental behaviour through de-escalation techniques and strategies which minimise and prevent the need for restrictive interventions
- Maintaining their own, and supporting colleagues to maintain, physical and emotional welfare
- Working in partnership with pupils' parents / carers
- Implementing this policy consistently.

e. Parents and carers

Parents and carers, where possible, should:

- Collaborate with the school around the support provided for their child
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in understanding and following the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns promptly with their child's class teacher
- Raise any concerns about the teaching of valued behaviour or reduction of detrimental behaviour with the school directly so we can work in partnership to address concerns
- Engage in the life of the school and its culture
- Commit to working in partnership with the school to secure the best possible outcomes for their child.

The school will endeavour to build a positive relationship with parents and carers, and is committed to working in partnership to meet the needs of children. The school will inform parents / carers about their child's valued and detrimental behaviour.

f. Pupils

Pupils will be made aware of the following during their induction to the school:

- They will be taught about valued behaviour at school, and that by attending our school they understand these ambitions
- They will be recognised and celebrated for valued behaviour
- This policy remains relevant beyond school, for example on the way to and from school, on trips and visit, as well as in the community when they can be identified as a member of the school
- They will be asked regularly for their views about valued and detrimental behaviour to support the evaluation, improvement, and implementation of this policy
- Some pupils will need more teaching and support than others, in order to secure valued behaviour and reduce detrimental behaviour
- All adults are expected to implement this policy consistently

- How to raise concerns or ask for support.

6. Valued behaviour

Valued behaviour creates helpful feelings in self or others. It includes actions that are characterised by a concern for the rights, feelings and welfare of self or others.

a. Behaviour Curriculum – Intent

At Bentley and Copdock Primary Schools, our vision is for all children to be ***confident individuals, successful learners and responsible*** citizens.

This vision is linked to feelings the school aims to create for pupils and includes brief descriptions of what this looks and sounds like. More detail can be found in the school's behaviour curriculum document.

We also follow the Christian Values for Life approach as part of our collective worship. This encourages the key skills needed to make reasoned decisions about our behaviour and interaction with others around us. It promotes reflection on how we live our lives and promotes forgiveness and reconciliation, in line with the Christian Ethos of Bentley School, 'know that I am with you always' (Matthew 28:20).

Our values follow a two-year rolling programme and include: thankfulness, trust, courage, forgiveness, friendship, respect, generosity, compassion, perseverance, justice, service and truthfulness.

CONFIDENT INDIVIDUALS

We want children to develop a sense of belonging, to feel safe, content, seen, and heard. Pupils are supported and enabled to develop confidence by:

- speaking kindly and confidently with adults and peers.
- asking questions and try new things
- taking part in debates and discussions.
- Expressing feelings and asking for help when needed to overcome challenges
- showing courage when things feel difficult
- becoming independent and responsible members of their community
- respecting themselves and others and celebrating diversity
- resolving conflict positively and repairing relationships when things go wrong

SUCCESSFUL LEARNERS

We want children to develop a love of learning, optimism, and confidence. Pupils are supported and enabled to be successful by:

- attempting learning tasks and maintaining concentration
- striving to achieve targets
- using topic specific vocabulary when talking about what they are learning
- recognising their own and others' strengths. Celebrating effort as well as achievement
- sharing and celebrating successes and achievements of all members of the school community
- trying to help themselves when stuck or facing a challenge
- accepting that making mistakes is a way to learn and improve
- listening and responding promptly to adults' instructions
- Being ready to learn and completing homework

RESPONSIBLE CITIZENS

We want children to feel valued, trusted, and appreciated. We want pupils to be supported and enabled to show responsibility by:

- attending school regularly and arriving on time
- sharing experiences
- asking for help when needed
- expressing how they are feeling
- taking care of resources, equipment and the environment
- moving calmly around the school
- show respect to everyone
- take responsibility for own actions
- help our community
- make positive choices
- contributing to our school and wider community

Behaviour Curriculum – Implementation Behaviour curriculum draft

b.

i. Recognising and celebrating valued behaviour

Adults must take every opportunity available to recognise and celebrate valued behaviour. This should happen as soon as possible once the valued behaviour has been observed. We recognise that specific praise is the best recognition for pupils because it is immediate, genuine, and reinforces valued behaviour. This also builds a positive school culture and ethos. Some pupils will benefit from additional recognition and celebration because of their needs. There are different ways in which adults can recognise and celebrate valued behaviour. In all cases the pupil's individual needs should be considered and may alter the approach taken. The strategies adults deploy at our schools are likely to include some of the following.

- Non-verbal recognition / affirmation such as smiling, nodding, thumbs up
- Verbal praise / recognition to reinforce a sense of personal achievement and positive mind-set (e.g. telling the pupil what they have done and how it made you feel)
- Communicating praise to parents at the end of the day or via a phone call or written correspondence
- Stickers, certificates, raffle tickets or special awards
- The display and publication of pupil's work
- Positions of responsibility, such as being entrusted with a particular role or project
- Whole-class or year group rewards
- Celebration awards: letters of commendation / thanks / cups / trophies.

Some pupils, because of their emotional, mental health, or special educational needs will need greater recognition and celebration than others.

Some children may thrive when their valued behaviour is publicly identified, while others may find the experience negative, resulting in unhelpful feelings.

Private feedback can be a powerful motivator, boosting confidence and reinforcing valued behaviours.

ii. School routines

Arriving at and leaving school

Children will all be greeted at the door and welcomed to school each day by their classroom teacher / teaching assistant. This supports a positive start to the day.

At the end of the day, teachers will ensure the classrooms are tidy and children are dismissed with a positive interaction. Staff will go outside with the children to be available to parents, supporting positive communication between home and school.

Starting and finishing lessons

Clear routines will be agreed as part of the class charter, supporting all pupils to have a clear understanding of what is expected for all to access learning in a calm and purposeful environment. Teachers will communicate expectations of behaviour in ways other than verbally, so all can access instruction. A visual timetable will be on display giving a clear structure to the day.

Children will be encouraged to have everything ready for the start of lessons and prompts will be given for children who need additional support. Staff will ensure children are given clear instruction so they know when learning has started and how to manage any movement around the room as lessons finish. Transitions can be difficult for some children so the class will agree how transitions will work smoothly for all, especially in accessing lockers or personal belongings.

Securing the attention of groups of pupils

All staff make full use of strategies to gain attention. Before stopping a class, children will often be given a prompt for how long they have before stopping, so they can prepare and be ready to listen.

In KS1, children are often asked, 'show me 5, show me 10', so the teacher knows they do not have anything in their hand and are ready to listen. All children are expected to put things down when the teacher is talking to them to support good listening and processing of instructions.

Re-focus (fidget) and sensory resources will only be used where there is an identified need and following agreement between the SENCo and class teacher. Resources will be selected and provided by the school to ensure they are appropriate for the child's needs. Children are expected to use these resources for their intended purpose as a tool to support attention, regulation and learning, rather than as a toy or source of distraction. Unless otherwise agreed as part of an individual support plan, fidget resources should be kept on the child's lap or under the table to minimise distraction to others. If a resource is not being used appropriately, staff may remove it and review whether it remains an effective strategy.

Movement around the school

All children and staff will walk around school calmly ensuring they follow any routines in place to maintain safety, e.g. using a band to access the toilet; not going back inside to classrooms at playtime or lunchtime without permission.

Break and lunch times

The bell will be used to notify the end of play or lunchtime. For planned activities outside, a 5-minute warning will be given to allow children time to finish and tidy away. It is everyone's responsibility to tidy away the equipment they have been using to ensure safety for all. Children will line up in designated areas as required at each school site. At Bentley, children line up on the playground before entering the building. At Copdock, KS2 children line up outside their classrooms before being welcomed inside. All children will enter the classroom calmly and quietly, ready to begin learning.

c. Behaviour Curriculum - Impacts

The school will continuously analyse and review the progress pupils make in relation to valued behaviour.

The progress measures that pupils make as a result of the education they receive may include:

- reduced frequency and/or severity of detrimental behaviours
- increase in attendance
- greater engagement in learning activities
- deeper understanding of emotions and feelings
- increased co-regulation and self-regulation
- setting themselves goals
- having more confidence in their own abilities
- greater perseverance and more able to wait for what they want
- looking after their bodies, including healthy eating, and managing personal needs independently
- developing friendships
- co-operating
- resolving conflicts

The way we will analyse these measures are:

- Data recorded regarding severity and frequency of detrimental behaviours using CPOMS.
- Termly reviews of celebrations and recognitions as part of our brain sticker awards.
- Regular discussion in meetings about the progress of groups and individuals seen in observation and using professional judgement.
- Collection of pupil voice through debrief, school council meetings, PSHE lessons, circle times etc

7. Detrimental behaviour

Detrimental behaviour is defined as anything that hurts or hinders an individual, the community or the environment. Detrimental behaviour contributes to negative experiences and leads to unhelpful feelings.

We recognise that all behaviour is a form of communication and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences. For some pupils, incidents and patterns of detrimental behaviour may indicate an unknown or unmet need which requires further consideration (see Section 7bi). For some pupils their known additional / special educational needs may influence their behaviour. For more information on pupils' special educational needs please refer to the school's SEND Information Report and SEND policy.

Adults should respond to detrimental behaviour with the aim of reducing it and identifying opportunities to teach pupils about valued behaviour. Adults' responses should be consistent, logical and happen as soon as possible after the detrimental behaviour. The responses will always consider the needs of the pupil(s) displaying detrimental behaviour and be adapted accordingly.

a. Responding to detrimental behaviour

- i. Some detrimental behaviours may be observed more frequently and as far as possible staff are expected, encouraged, and supported to respond to these themselves. Examples may include (but are not limited to): talking over instruction, not attempting work, interrupting, lack of care for equipment or the environment, not following instructions. Adults' responses to detrimental

behaviours of this kind could include one or more of the following, listed broadly in sequential order:

- Restating the expected valued behaviour – calmly making clear what the pupil should be doing.
 - Non-verbal intervention – moving closer to the pupil(s), using simple hand gestures, whilst continuing to teach, using other non-verbal communication techniques such as symbols and visuals etc.
 - Proximal praise – recognising and celebrating those pupils who are doing what has been asked; restating the specific valued behaviour is helpful.
 - Check-in – asking ‘are you ok?’ ‘what do you need?’ or ‘how can I help?’ during or immediately after a detrimental behaviour.
 - Refocus – gain the pupil’s attention, use their name, then restate the specific valued behaviour that is expected at that moment. They will be asked, “tell me what you need to do so I know you understand”.
 - Describe the behaviour – use the pupil’s name then tell them simply and calmly what they are doing that is detrimental.
 - Positive phrasing – gain the pupil’s attention, give a clear, unambiguous instruction, delivered with clarity. End with ‘thank you’. *E.g. Adam, put the pen down on the table. Thank you.*
 - Limited choice – provides two options of equal value to give the pupil an element of control over what happens next, within the boundaries set by the adult. *E.g. Adam, shall we talk here or in the corridor?*
 - Disempower the behaviour – a planned response to detrimental behaviour to make the detrimental less successful and effective in the moment for the pupil. *E.g. Adam, you can listen from there.* The adult should then focus on catching the pupil getting it right.
 - Intervene – gain the pupil’s attention, use their name, then deliver an intervention, protective or educational consequence designed to enable change in behaviour by increasing the level of support / scaffolding / teaching. This may require the pupil to move seats temporarily so that the teacher or other adult can deliver the intervention or consequence. This is likely to focus on the impact of detrimental behaviour as well as the significance and impact of the valued behaviour and its links to the school values. The intervention or consequence should only last as long as it takes for the pupil to make progress and demonstrate understanding.
- ii. Some detrimental behaviours may be less common and/or have increased severity. Examples may include (but are not limited to): increased frequency of detrimental behaviour (examples above in 7ai), dismissive/offensive language, significant or repeated disruption to others’ learning, invading others’ personal space, aggression, withdrawal, internal truancy.

Responses to these behaviours are likely to include those outlined in 7ai. In addition, adults may need to:

- Apply consequences - any pupil displaying detrimental behaviour may be subject to protective consequences designed to mitigate harm. More information can be found below in [Section 7c](#). Educational consequences will always be implemented following incidents or patterns of detrimental behaviour. These must be designed to enable behaviour change by teaching pupils about valued and detrimental behaviour, based on the principle that all behaviour is a result of

feelings, which are influenced by experiences. Educational consequences are best applied by those working directly with pupils. They may include one or more of the following:

- reteaching valued behaviour during the lesson, undertaken where possible away from other pupils
- scaffolding the valued behaviour, for example through a social story, visual reminders, or modelling
- increasing adult input / supervision for a defined period of time to enable reflection
- Expecting missed learning to be completed at break or lunchtime or at home
- use of limited choice; (e.g. 'we are all sitting quietly now; will you sit quietly on your chair or mine?')
- increasing / adapting praise and celebration of valued behaviour when it is displayed

b. Analysing patterns of detrimental behaviour

All adults with leadership and management responsibility have a duty to collate, analyse, and act on data relating to detrimental behaviour. All adults may be asked to contribute information relevant to the analysis of behaviour.

- i. Individual pupils - where pupils frequently display detrimental behaviour, the class teacher will record these incidents and be supported by a senior leader to analyse patterns. Continued detrimental behaviour needs to be interpreted; it can often be a sign of an unknown or unmet need. The Early Prognosis tool will be used to undertake this analysis. It provides a structure for staff to describe patterns of behaviour, consider what may be influencing the child (risk and protective factors), explore functions of behaviour (e.g. sensory, emotional, social, tangible), capture pupil and family voice, and plan adaptations.
- ii. Groups of pupils - the school's senior leaders are responsible for regularly monitoring detrimental behaviour across the school through observations, stakeholder voice, and scrutiny of data. A full analysis will be presented to the Headteacher at least once per term. This information will be used to inform practice and develop strategy. All information will be evaluated according to pupils' protected characteristics, including age, sex, race and ethnicity, and disability. Where groups of pupils are noted to be disadvantaged by the behaviour policy and its implementation senior leaders will need to take action to remedy this, and support all staff to secure more equitable outcomes in line with the school's aims and values.

c. Responding to dangerous behaviour

Dangerous behaviour is defined as any action(s) which will imminently result in serious harm (physical, emotional, mental, reputational) to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility.

Incidents and patterns of dangerous behaviour may well require protective consequences to be applied for the specific aim of mitigating risk. To enable adaptation of provision or approach to be planned and implemented one or more of the following may be used:

- separation from adults and/or peers,
- limiting access to named areas of the school,
- accessing different activities / equipment to peers,
- increased levels of adult support and supervision,

- temporarily reduced timetables,
- suspension, or exclusion (more detail can be found in the exclusions policy).

Parents will always be informed as soon as possible once the decision to apply protective consequences has been made. These decisions will be taken by the Headteacher, or staff authorised by the Headteacher (in which case the Headteacher will be informed on the same day the decision is taken). In all cases educational consequences will be applied with the aim of reducing future risk and enabling behaviour change.

Dangerous behaviour could be categorised in one of the following four areas, for which there are specific considerations in addition to those detailed in the previous paragraph.

- i. **Bullying.** Bullying is the repetitive, intentional harming (physical, emotional, mental, reputational) of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is always unacceptable and the school will always take action to address it. A full description of the school's response can be found in [Appendix 2](#).
- ii. **Prohibited items.** These include: knives or weapons; any article a staff member reasonably suspects has been used or has been threatened to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person; illegal drugs; other toxic or psychoactive substances; stolen items; fireworks or other explosives; pornography or sexual imagery; alcohol; tobacco; e-cigarettes and vapes. The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed above. More detail about searching and confiscation can be found in [Appendix 3](#).
- iii. **Prejudice and discrimination.** All actions that intentionally (or otherwise) disadvantage or treat differently individuals and/or groups as a result of one or more protected characteristics can be considered prejudice or discrimination. All prejudice and discrimination is unacceptable and the school will always take action to address it where it exists. Any incident that could be defined as prejudice and/or discrimination will always be recorded by senior leaders using CPOMS, monitored by the Headteacher, and be fully reviewed regularly (at least termly) by the Headteacher and members of the senior leadership team. We strive to eliminate all forms of prejudice and discrimination by educating pupils through: intent and design of the curriculum in every subject, PSHE curriculum, behaviour curriculum including assembly / form time provision, modelling anti-discriminatory behaviour. More detail can be found in the school's equality policy.
- iv. **Child-on-child sexual violence and sexual harassment.** This can be defined as behaviour that is most likely to include (but may not be limited to):
 - non-consensual sexual activity
 - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
 - sexual harassment such as sexual comments, remarks, jokes or taunting, physical behaviour and online sexual harassment
 - sexting
 - upskirting
 - Initiation/hazing type violence and rituals

These behaviours are never acceptable and the school will always address them where they are known to exist. The school will also actively strive to prevent this abuse, as we recognise it may exist even when there are no reports. All staff must report any concerns immediately to the DSL. All staff must also recognise that downplaying certain behaviours, for example dismissing sexual

harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Further consideration of the school’s response to child-on-child abuse, in addition to those outlined in 7ci, 7cii, and 7ciii can be found in the Safeguarding policy.

8. Links to other policies and documents

- Restrictive Interventions

Our approach to restrictive interventions follows the DfE’s latest guidance. Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways. Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

- Suspensions and Exclusions
- Anti-bullying policy
- Safeguarding
- Teaching and learning
- Behaviour Curriculum
- Equality, Diversity, and Inclusion
- Special Educational Needs
- PSHE plans and healthy relationship policy

Appendix 1: Behaviour principles summary

Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn in a calm and purposeful environment.

All members of staff are responsible for:

- Creating positive experiences for pupils
- Teaching and modelling valued behaviour, supporting pupils to reduce detrimental behaviour
- Working in partnership with pupils’ parents / carers
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Maintaining their own physical and emotional welfare and supporting colleagues to maintain this.
- Analysing and interpreting pupils’ behaviour as a form of communication
- Implementing this policy consistently.

Adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Adults should take every opportunity available to recognise and celebrate valued behaviour.

We recognise that all behaviour is a form of communication. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences.

Adults' responses to pupils' behaviour, whether valued or detrimental, are likely to be more effective when they are:

- Genuine and meaningful
- Considerate of pupils' feelings
- Predictable and certain
- Logical or natural
- Timely and considered
- Leading to more valued behaviour (and, where relevant, reduced frequency and/or severity of detrimental behaviour)
- Building independence

The Governing Board also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.

The following should be recorded and shared with a senior leader as soon as practically possible, so that an effective response can be agreed without delay:

- All dangerous behaviours/actions which will imminently result in serious harm to self or others
 - physical, emotional, mental, reputational
- Dangerous behaviour/actions that could lead to significant damage to property requiring external support
- Behaviour that could be considered criminal
- Suspected dangerous behaviour

Appendix 2: Anti-bullying

Our schools actively promote positive behaviour, relationships and friendships ensuring all children experience a safe and happy school life. We embed an inclusive environment which promotes a culture of mutual respect, consideration and care for others, utilising a range of strategies to support the implementation of our school ethos.

Preventing bullying

We embed a range of strategies to prevent bullying

- Weekly Collective Worship follows the Christian Values for Life approach. This approach encourages the key skills needed to make reasoned decisions about our behaviour and interaction with others around us. It promotes Christian reflection of how we live our lives and promotes forgiveness and reconciliation, in line with the Christian Ethos of Bentley School, 'know that I am with you always' (Matthew 28:20).
- School Councillors and Head Pupils actively promote the positive ethos of our school every term through a whole school Collective Worship. This focuses on what we can do to ensure positive relationships, making school happy, safe and fun. It also raises the importance of what to do if something happens which a pupil is worried about.
- Annual promotion of Anti-bullying Week, with Head Pupils leading and presenting a dedicated anti-bullying assembly to raise awareness and support to stamp out bullying.
- The School Council have an active role in reviewing and supporting behaviour systems and policies.
- SEAL (Social & Emotional Aspects of Learning) and PSHE work is part of the curriculum for all year groups, embedding important discussions around emotions and safe, healthy relationships. Our long term plan embeds Pol-Ed resources to support learning about managing risk and enabling positive relationships within our communities.
- Older children in school are trained as Play Leaders or Buddies. They organise and supervise positive play experiences at lunchtime, supporting active engagement in fun activities, particularly for the younger pupils.
- Dedicated and planned nurture provision provided at lunchtimes with a member of staff for all children to access.
- Class colour monster system, allows children to register their emotions morning and afternoon, identifying children who may need specific help or support from a member of staff. Termly Resilience Trackers review individual needs and enable staff to reflect on the actions which will make a difference for the children in their care.
- Our peer mentoring system promotes positive mental health and provides opportunities for children to talk to trained mentors.
- Children are regularly awarded certificates to celebrate their achievements within school. Special 'I've been valued' certificates are awarded by all staff to acknowledge the positive interactions between children.
- Curriculum provision explores diversity within our communities that could be a source of bullying; such as religion, ethnicity, disability, gender, sexuality or appearance related differences. We promote awareness of diversity in the way people live their lives, including different family situations, backgrounds and experiences to build a culture of acceptance and celebration of self and others.

- Staff and children challenge practice and language which does not uphold the values of acceptance, non-discrimination and respect towards others.
- Online safety is a key part of our curriculum each term and regular assemblies are led by pupils.
- Children are supported and encouraged to use strategies to help them understand what to do if they find themselves in an uncomfortable situation online.

Within the wider curriculum our schools raise awareness of the nature of bullying through inclusion in PSHE lessons, circle-time, topic work, assemblies and social skills groups, in an attempt to eradicate such behaviour.

Reporting and recording bullying

Any incidents of bullying will be taken seriously and dealt with as quickly as possible utilising a restorative approach. Staff will do all they can to support both the victims of bullying and the perpetrator, making it clear that the identified behaviour is detrimental or dangerous.

Pupils who have bullied will be supported to discuss what happened, establish the harm caused, reflect on what needs to change and how the situation can be positively resolved for all concerned. Parents will be informed to support any changes required.

Bullying is a form of child-on-child abuse. This is a safeguarding issue, and all safeguarding concerns about a child should be recorded in writing.

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately, if possible, by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- A clear and precise account of the incident will be recorded by the school and given to the Headteacher or Deputy in their absence. Statements from other pupils involved, including the alleged person bullying, will be gathered. The report will include decisions and actions to be taken.
- The Headteacher or Deputy Head in their absence will interview all parties involved and record the findings.
- The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues.
- Records will be kept centrally for future reference.
- Parents / carers will be notified of and kept informed about the incident(s) and the process followed, in accordance with school policy.
- Protective consequences and support for all individuals will be implemented as appropriate, in consultation with all parties concerned.
- If necessary, other agencies may be contacted, such as the police or social services for advice and support.
- Where the incident takes place off the school site or outside school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy.

Further information about how school will support pupils and staff involved in bullying incidents can be found in the [Anti-Bullying Policy](#).

Appendix 3: Searching and confiscation

- i. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.
- ii. The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).
- iii. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 7cii. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately.
- iv. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they: are in possession of a prohibited item; do not understand the instruction; are unaware of what a search may involve; or have had a previous distressing experience of being searched.
- v. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. Wherever possible it should be conducted away from other pupils.
- vi. The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.
- vii. A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- viii. Any search by a member of staff for a prohibited item listed in section 7cii and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found.
- ix. Parents will always be informed of any search for a prohibited item listed in section 7cii that has taken place, and the outcome of the search as soon as is practicable. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any protective and educational consequences applied.

Appendix 4: Mobile phones

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The guidance from the DfE regarding mobile phones can be found here:

<https://www.gov.uk/government/publications/mobile-phones-in-schools/mobile-phones-in-schools> (June 2026)

Pupils are not allowed to have mobile phones with them on-site. On arrival to school, any phones must be turned off and handed to a member of staff for safe keeping, in a locked cupboard in the school office.

These will be returned at the end of the day and must not be turned on until off the school site. School will not be held responsible for any damage to phones brought into school.