Swain House Primary School

Behaviour Policy



**September 2025**

**This policy was shared and discussed with staff on 1st September 2025**

**This policy will be reviewed in July 2026**

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**Statement of intent**

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

* Promoting desired behaviour
* Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
* Ensuring equality and fair treatment for all through a consistent approach to behaviour management
* Praising and rewarding good behaviour
* Challenging and disciplining misbehaviour
* Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment
* Encouraging positive relationships with parents
* Developing positive relationships with pupils to enable early intervention
* A shared approach which involves pupils in the implementation of the school’s policy and associated procedures
* Promoting a culture of praise and encouragement in which all pupils can achieve
* Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
* Establish a whole school approach to maintaining high standards of behaviour that reflect the values of Swain House

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

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

**Written statement of behaviour principles**

* Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
* All pupils, staff and visitors are free from any form of discrimination
* Staff and volunteers set an excellent example to pupils at all times
* Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
* The behaviour policy is understood by pupils and staff
* The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
* Pupils are helped to take responsibility for their actions
* Families are involved in behaviour incidents to foster good relationships between the school and pupils’ home life

The Governing Body 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 Governing Body annually

# Legal framework

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

* Education Act 1996
* Education Act 2002
* Education and Inspections Act 2006
* Health Act 2006
* The School Information (England) Regulations 2008
* Equality Act 2010
* Voyeurism (Offences) Act 2019
* DfE (2013) ‘Use of reasonable force’
* DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
* DfE (2018) ‘Mental health and behaviour in schools’
* DfE (2024) ‘Behaviour in schools: Advice for headteachers and school staff’
* DfE (2025) ‘Keeping children safe in education 2025’
* DfE (2022) ‘Searching, Screening and Confiscation: Advice for schools’
* DfE (2023) ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’
* DfE (2024) ‘Mobile phones in schools’
* DfE (2024) ‘Creating a school behaviour culture: audit and action planning tools’

This policy operates in conjunction with the following school policies:

* Complaints Procedures Policy
* Special Educational Needs and Disabilities (SEND) Policy
* Suspension and Exclusion Policy
* Reasonable Force Policy
* Child-on-child Abuse Policy
* Child Protection and Safeguarding Policy
* Anti-bullying Policy
* Social, Emotional and Mental Health (SEMH) Policy

# Roles and responsibilities

The Governing Body will have overall responsibility for:

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

The Headteacher will be responsible for:

* Making a statement of behaviour principles, and providing guidance for the Headteacher on promoting good behaviour where appropriate
* The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy’s effectiveness in addressing any SEMH-related drivers of poor behaviour
* Acting in accordance with the statement of behaviour principles made by the Governing Body, and having any regard to guidance provided by the Governing Body on promoting good behaviour
* Establishing high expectations of pupils’ conduct and behaviour, and implementing measures to achieve this
* Determining the school rules and any disciplinary sanctions for breaking the rules.
* The day-to-day implementation of this policy
* Publicising this policy in writing to staff, parents and pupils at least once a year
* Reporting to the Governing Body on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour

The Senior Mental Health Lead will be responsible for:

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

The SENDCO will be responsible for:

* Collaborating with the Governing Body, Headteacher and the senior mental health lead, as part of the LMT, to determine the strategic development of behaviour and SEMH provisions in the school
* Undertaking day-to-day responsibilities for the successful operation of the behaviour and pupils with SEND, in line with the school’s Special Educational Needs and Disabilities (SEND) Policy
* Supporting teachers in the further assessment of a pupil’s strengths and areas for improvement and advising on the effective implementation of support

Teaching staff will be responsible for:

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

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

* Adhering to this policy and applying it consistently and fairly
* Supporting pupils in adhering to this policy
* Promoting a supportive and high-quality learning environment
* Modelling high levels of behaviour
* Being aware of the signs of behavioural difficulties
* Setting high expectations for every pupil
* Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs
* Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  + SENDCO
  + Headteacher
  + Subject leader
* As authorised by the Headteacher, sanctioning pupils who display poor levels of behaviour
* Developing supportive, respectful, and trustworthy relationships with each other

Pupils will be responsible for:

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

Parents will be responsible for:

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

# Definitions

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

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

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

* Low-level disruption and talking in class
* Failure to complete classwork
* Rudeness
* Graffiti
* Isolated name calling
* Not following a school rule
* Use of mobile phone without permission

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

# Staff induction, development and support

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

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

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

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

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

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

# Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

* **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
* **Teaching** – the curriculum is used to develop pupils’ knowledge about health and wellbeing including myHappymind and Zones of Regulation
* **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

**5.1 Zones of Regulation**

**What are the Zones of Regulation?**

Zones of Regulation is an approach used to support the development of self-regulation in children. All the different ways children feel and the states of alertness they experience are categorised into four coloured zones.

The four Zones of Regulation colours are blue, green, yellow and red.

**Blue Zone** - used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored

**Green Zone** - used to describe a calm state of alertness. A pupil may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs

**Yellow Zone** - also used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone

Red Zone - used to describe extremely heightened states of alertness and intense emotions. A pupil may be elated, euphoric, or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone

Teaching the zones gives children a shared language to talk about their emotions by associating them with highly visual coloured zones.  The approach is based on research and is highly respected as a systematic, cognitive behavioural technique leading children to greater independent regulation.  It helps to teach children to identify their feelings, their levels of alertness, to understand how their behaviour influences those around them and gives them the tools they can use to manage their feelings.

**How do the Zones of Regulation help children?**

* It provides a vocabulary to talk about emotions
* It helps children recognise their own emotions
* It helps children to detect the emotions of others
* It helps them recognise what might trigger certain emotions
* It helps them see how others may interpret their behaviour
* Gives them tools for problem solving

**5.2 myHappymind**

School launched the NHS myHappymind programme in November 2023 to support pupils’ understanding of their own mental health. myHappymind helps create a positive, mental wellbeing culture at Swain House which supports pupils to build resilience, self-esteem and character. myHappymind uses the latest research, science and technology to help children develop lifelong habits and learn to thrive.

The myHappymind programme is taught across 5 modules:

* Module 1 - Meet Your Brain – Learning about how our brains work
* Module 2 - Celebrate – Understanding our character strengths and celebrating ourselves
* Module 3 - Appreciate – Developing gratitude as a habit
* Module 4 - Relate – Building positive relationships
* Module 5 - Engage – Engaging with the world

Through teaching children about the Zones of Regulation and modules in the myHappymind programme, we believe we are giving our pupils preventative strategies, skills and tools to enable them to thrive in the modern world.

# Managing behaviour

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

LMT will keep a record of all reported incidents on CPOMs (Child Protection Online Monitoring System) to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems and will review incidents at the weekly meeting. All staff will be alert to changes in a pupil’s behaviour that could indicate they need help or protection.

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

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

Teachers and support staff will:

* Create and maintain a stimulating environment that encourages pupils to be engaged
* Display the behaviour rules in their classroom
* Develop a positive relationship with pupils, which may include:
  + Greeting pupils in the morning/at the start of lessons
  + Establishing clear routines
  + Communicating expectations of behaviour in ways other than verbally
  + Highlighting and promoting good behaviour
  + Concluding the day positively and starting the next day afresh
  + Having a plan for dealing with low-level disruption
  + Using positive reinforcement

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

Basic classroom provision - guidance for staff

**At all times use assertive interaction, avoiding non-assertive or hostile behaviour.**

* Give clear instructions. Say to pupils “The instruction is...” “You will...” “Listen to my instructions first then do them...”
* Use praise more often than reprimands by at least 3 to 1
* Catch them when they are following a rule and praise the behaviour
* Always praise two children first who are following a rule before writing down the name of a pupil
* When you praise be specific about what they are doing right
* Use the reward systems effectively to promote good behaviour
* Never take back a reward
* Make your praise varied, sincere and if appropriate accompanied by eye contact and touch
* Pupils have a clear choice of following a rule or not. Therefore, if they don’t follow a rule they have chosen the consequence
* Stay calm, remember the distinction between a raised voice and shouting
* Never use argumentative language; you are the model for the pupil to base their responses on

**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.

Responding to good behaviour

When a pupil’s behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school’s culture and ethos. Some examples of this positive recognition are –

* Sticker from the class teacher / Headteacher or Deputy
* Marvellous Me message
* Postcard home from the Headteacher or Deputy
* Visit to a member of the LMT
* Photograph on the recognition board

**Recognition board**

Each class in school has their own recognition board. The recognition board advertises the behaviour and learning we expect in lessons. It is difficult to hold pupils to account for their behaviour if we have not made our expectations explicitly clear. Staff will make it clear to a pupil as to why they are going on the board. Any child who is showing positive behaviour and learning will have their photograph added onto the recognition board. This will be cleared each lunchtime so there are more opportunities for staff to praise and encourage the behaviour expectations we have in school.

**Rewards**

**Reception and Key Stage 1**

For good work teachers will stamp a red star onto the class star chart. When a pupil has accrued

* 10 stars – visit to Head or Deputy for a Headteacher’s award sticker
* 20 stars – Bronze certificate and sticker awarded in Friday well done assembly
* 40 stars – Silver certificate and sticker awarded in Friday well done assembly
* 60 stars - Gold certificate and sticker awarded in Friday well done assembly
* 60+ stars - special reward agreed following a discussion with the children

All certificates for good work will be on metallic paper. Certificates and stickers will be presented to the pupils the week that they achieve the correct amount of stars.

For good behaviour teachers will stamp a blue thumbs up onto the class thumbs up chart. When a pupil has accrued

* 10 thumbs up – visit to Head or Deputy for a Headteacher’s award sticker
* 20 thumbs up – Bronze certificate and sticker awarded in Friday well done assembly
* 40 thumbs up – Silver certificate and sticker awarded in Friday well done assembly
* 60 thumbs up - Gold certificate and sticker awarded in Friday well done assembly
* 60+ stars - special reward agreed following a discussion with the children

All certificates for good work will be on parchment paper. Certificates and stickers will be presented to the pupils the week that they achieve the correct amount of thumbs up.

The award of stars or thumbs up stamp will be given as a reward for exceptional standards of work or behaviour. It is expected that teachers will only award 1 or 2 per day so that these are valued and seen as an extra special recognition. Teachers can still award pupils with their own classroom rewards throughout the year as an incentive for pupils to produce good work or show good behaviour.

**Key Stage 2**

Pupils in Key Stage 2 will be awarded house points; red for academic achievement, blue for good behaviour.

When a pupil has accrued -

|  |  |
| --- | --- |
| **House points** | **Reward (Year A)** |
| 20 | Furry bug |
| 40 | Smiley face rubber |
| 60 | Bendy pencil |
| 80 | Note book and pen |
| 100 | Keyring |
| 120 | Pencil case |
| 140 | Calculator |
| 160+ | £5 Smyths token |
| Pupil with most house points | £10 Smyths token |

House points will be stored in individual named pockets in a class file. Each week a class record chart will be completed to record the number of house points each pupil has received, and a class chart displaying the same information will be updated. House point rewards will be presented to the pupils the week that they achieve the correct amount of house points.

Additionally house points will be counted and House totals will be displayed.

**Well Done assembly**

In addition to the Key Stage 1 certificates and Key Stage 2 rewards being presented there will be a sticker presented to one selected pupil from each class for outstanding achievement (this could be for academic achievement, good citizenship or extra effort) that week. These pupils will have their achievement recorded in the Well Done Book and a group photograph will be taken and displayed in school and on the school website. In addition parents will receive a text message from school informing them that their child has been in the Well Done book.

**End of term rewards**

* A special certificate presented to pupils on the first day back at school that have not broken a rule all term
* A “House point winners” reward afternoon for the House with the most house points on the last afternoon of a half term
* Headteacher’s afternoon tea (half-termly)

**Responding to misbehaviour**

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. If a pupil is dysregulated, following a behaviour incident, the member of staff dealing with the incident, will have a discussion with the pupil about the Zone of Regulation they are currently in and any strategies that may help before dealing with the behaviour. Sometimes, this may mean delaying dealing with a behaviour incident until the pupil is regulated. The pupil may also be given time in the office area to regulate their emotions before returning to class.

Following a behaviour incident, the members of staff involved will discuss the incident together, and with the pupil, and try to identify any triggers that lead to the misbehaviour and will discuss the possibility of preventing such behaviours in the future.

**De-escalation strategies**

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

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

**Consequences**

**If a pupil breaks one rule the adult will:**

* Record the rule broken on the class behaviour chart. (See Appendix A)
* Record the details of the incident, including which adult placed their name on the behaviour chart, on the back of the chart
* It is also recorded in the pupil’s Leadership Folder and will be discussed at the next Pupil Mentoring meeting
* The class teacher or adult who placed their name on the chart will have a behaviour discussion with the child at a quiet moment in the school day, e.g. at the start of break or lunchtime. In the behaviour discussion the pupil will be asked to repeat the number and exact wording of the rule they have broken and other behaviour choices will be discussed. The discussion should end on a positive note with the child making a pledge to keep the rules for the rest of the week

**If a pupil breaks two rules in one day the adult will:**

* Record the rule broken on the class behaviour chart next to the previous infringement. The details of the incident, including which adult placed their name on the behaviour chart, will be written on the back of the chart
* Have a short interview with the pupil where the pupil will be asked to repeat the number and exact wording of the rule they have broken and the adult will tell them their consequence is to sit in agreed place within the classroom for 5 minutes and think quietly by themselves

**If a pupil breaks three rules in one day the adult will:**

* Record the rule broken on the class behaviour chart next to the previous infringements. The details of the incident, including which adult placed their name on the behaviour chart, will be written on the back of the chart
* Have a short interview with the pupil where the pupil will be asked to repeat the number and exact wording of the rule they have broken and the adult will tell them that their consequence is to visit another agreed classroom and tell another adult what they have done

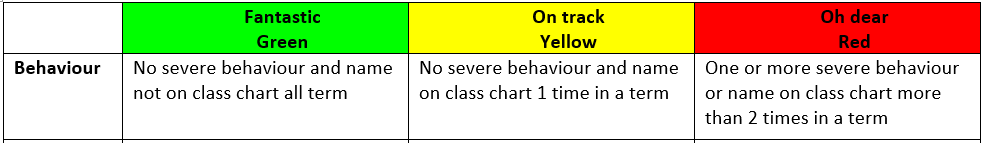
**If a pupil breaks four rules in one day the adult will:**

* Record the rule broken on the class behaviour chart next to the previous infringements
* The details of the incident, including which adult placed their name on the behaviour chart, will be written on the back of the chart
* Have a short interview with the pupil where the pupil will be asked to repeat the number and exact wording of the rule they have broken and the adult will record the 4th rule on the chart. Then the adult who recorded the 4th rule will immediately bring the pupil down to the office area and ask them to stand opposite the Headteacher’s office. The adult will then inform the Head or Deputy that the pupil has broken 4 rules. The Head or Deputy will have a further behaviour reflection discussion with the pupil and write a 4 rules letter (Appendix B)

Pupils in Key Stage Two who have broken more than one rule will also have an additional consequence at the end of the week. Pupils in Key Stage Two who have broken more than one rule are taken by their class teacher to the Headteacher’s office at 12.30pm where the Headteacher, Deputy Headteacher, SENDCO or Key Stage Two Assistant Headteacher will supervise them for 10 minutes and discuss with them the rules they have broken. After the behaviour reflection the pupils will be taken to the hall. Pupils will then go out to play as normal.

Pupils in Key Stage One and Reception who have broken more than one rule will stay behind at 11.55am at the end of the week after the rest of the class have gone to lunch and will have a behaviour reflection in a designated classroom with a designated Key Stage One teacher.

Any rule breaks for the term will be recorded on a child’s Pupil Mentoring sheet and this will be discussed with parents at Parents’ Evening along with the child’s profile colour – see below.



Any rules broken by a pupil are recorded on CPOMs with a brief description of the reason for the rule break.

**Behaviour discussions**

On occasion, a pupil’s behaviour may not reach a threshold where a rule is broken but it may give cause for concern with either low level disruption or body language that is unwanted. To reiterate the expectations of behaviour in a more authoritative environment a member of staff may have a behaviour discussion with the pupil in either the Headteacher or Deputy Headteacher’s office.

* The member of staff should instruct the pupil to come with them and lead them down to the admin area without talking about the incident
* The member of staff should then instruct the pupil to stand near the wall opposite the Headteacher’s office while they ask the Head or Deputy if they can use their office
* If the offices are both empty then the member of staff must clearly and assertively inform a member of the admin team that they are using the office for a behaviour discussion
* If both are empty use the Headteacher’s office
* When one of the offices has been made available the member of staff should sit in the office chair and ask the pupil to stand in front of them and then have a behaviour discussion with them
* Clearly outline to the pupil, the reasons they have been brought for a discussion
* Remind the pupil of the school rules and your expectations of your behaviour in the classroom or outside in the playground
* Discuss any triggers that led to the unwanted behaviour
* Ensure the pupil has understood the reason for the behaviour discussion and your expectations for going back to the classroom
* Before returning to class, talk to the pupil about good behaviours and end the behaviour discussion on a positive note

**Severe behaviour**

There will be times when a pupil’s behaviour is deemed to be severe. If a teacher considers a pupil’s behaviour to be severe -

* the pupil should be isolated within their class whilst the teacher investigates the incident
* if a member of staff judges the behaviour to be severe then they will bring the pupil to the Admin area and ask them to stand opposite the Headteacher’s office facing the door. The member of staff will discuss the severe incident with the Headteacher or Deputy prior to any discussion with the pupil
* on occasions, the member of staff may be unsure if the behaviour is deemed to be severe. In this instance, a discussion with a member of the Senior   
  Leadership Team should take place to support making this decision
* the Headteacher, Deputy or Assistant Headteachers will then speak to the child and issue a severe letter informing parents of the incident (Appendix C)
* the member of staff issuing the letter will telephone parents to inform them of the incident before they receive the letter at home or might ask the class teacher to telephone home
* all severe behaviour incidents are recorded on the severe behaviour log and on CPOMs

The Headteacher, Deputy or class teacher should record the rule broken with an S on the class behaviour chart.

The following behaviours would normally be deemed as severe:

* proven bullying including cyber bullying, homophobic bullying and bullying related to disability
* racism
* proven theft
* damage to school property
* open defiance to an adult
* swearing at an adult

There are occurrences where a pupil defies an adult with inappropriate non-verbal behaviour - this can also be deemed severe. The Headteacher will consider whether a suspension or exclusion is necessary, in line with the school’s Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

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

* The decision to sanction a pupil is made in conjunction with a member of the Leadership Team
* The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit
* The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights

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

# Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

* Restore order if the pupil is being unreasonably disruptive
* Maintain the safety of all pupils
* Allow the disruptive pupil to continue their learning in a managed environment
* Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the Headteacher or a member of the Senior Leadership Team.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents will be informed on the same day that their child is removed from the classroom.

For any pupil who has needed to be removed from class, the following support may be put in place to prevent reoccurrences of this behaviour.

* Meetings with Learning Mentors
* Use of teaching assistants
* Short term personalised behaviour charts
* Referral to Social, Communication, Interaction, & Learning Team (SCIL Team) at Bradford
* IEP
* EHCP assessment
* Child and Adolescent Mental Health Service (CAMHs) assessment
* Multi-agency assessment
* Pupil support units

A member of LMT will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMs.

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. See school Suspension and Permanent Exclusion Policy.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort and the Headteacher will follow the procedure outlined in Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. Guidance for maintained schools, academies, and pupil referral units in England September 2023

<https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf>

# Responding to misbehaviour from pupils with SEND

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](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools))
* Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted))
* 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.

* 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 and the board
* 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
* Access to a visual timetable for pupils with SEND where required
* Individual behaviour plans and reward charts

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.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school’s special educational needs and disability 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.

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.

# 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 (see Appendix D for Use of Reasonable Force Record Sheet)

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.

Where reasonable force is needed, we follow the current guidance - <https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf>

# 10. Confiscation, searches, screening

If a child brings to school an item which could have the potential to cause harm to another person, the item will be removed from them.

These items will not be returned to the pupils but will be returned to the parent of the child at the end of the day if appropriate. We will also remove any item which may disrupt lessons or lead to inappropriate behaviour. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

**Searches**

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

The authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

Where searching, screening and confiscation is necessary, it is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](https://www.gov.uk/government/publications/searching-screening-and-confiscation).

# 11. Off-site misbehaviour

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 off school premises when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

# 12. 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

Any bullying, including cyberbullying (which may include messages or images generated using AI), witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

# 13. 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 Headteacher/Member of the Leadership Team 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.

# 14. 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.

# 15. 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.

# 16. Data collection and behaviour evaluation

The school will collect data on the following:

* Weekly rule breaks in each class
* Severe behaviour each week
* Attendance
* Incidents of searching, screening and confiscation
* Use of Reasonable Force
* Online safety incidents

The behaviour data collected will be analysed weekly at the Leadership and Management Team meeting to identify any concerns regarding pupils’ behaviour. The data will also be collated and reviewed at the end of every half term by the Leadership Team.

The data will be analysed from a variety of perspectives including:

* By year group
* At the level of individual members of staff
* By the type of behaviour

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

# 17. Training

As part of their induction process, new staff are provided with the school behaviour policy to read. The Headteacher will meet with new members of staff to discuss the policy and school systems and social norms.

Behaviour management also forms part of schools continuing professional development and training sessions will be identified and outlined in the Annual Schedule.

# 18. Monitoring and review

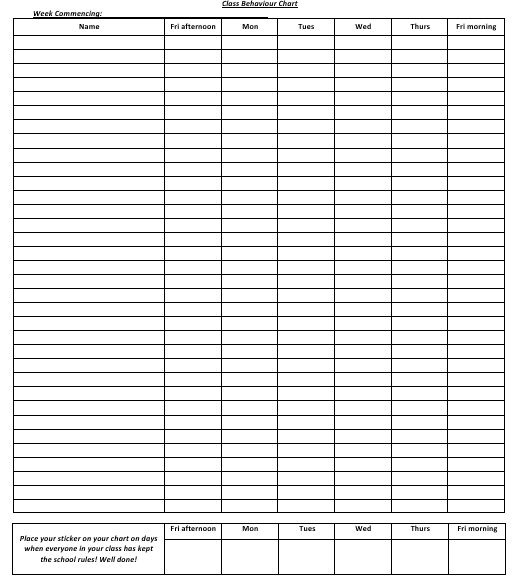
This policy will be reviewed by the Headteacher, Senior Mental Health Lead, DSL and SENDCO on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2026.

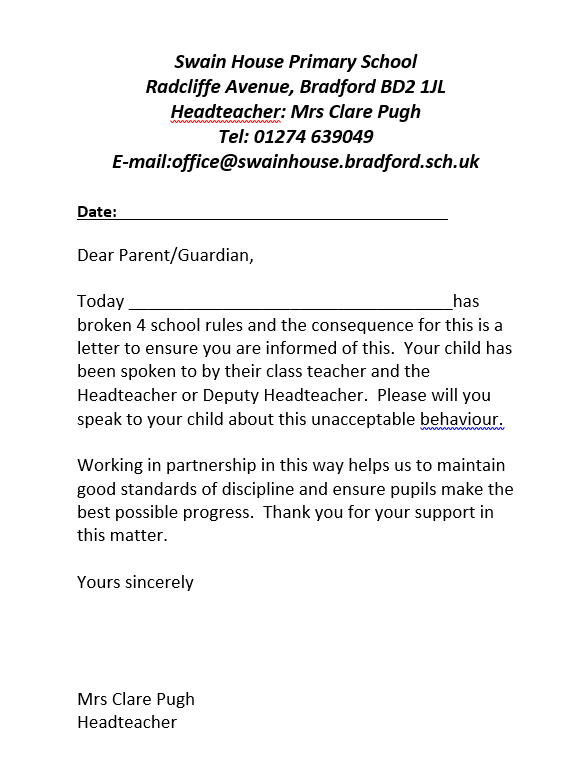
**Appendix A**

**Class Behaviour Chart**



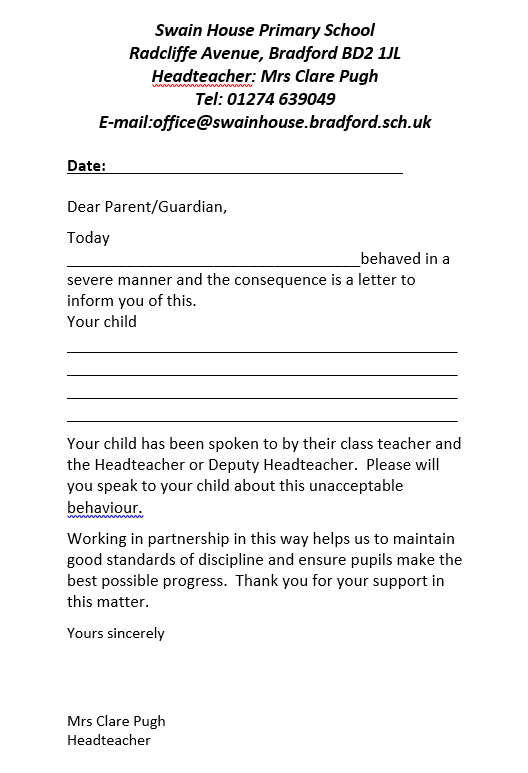
**Appendix B**

**Four rule break letter to parents**



**Appendix C**

**Severe behaviour letter to parents**



**Appendix D**

**Use of Reasonable Force Record Sheet**

