

BEHAVIOUR POLICY

Issue Date	September 2025	**Review Cycle**	Annually
Last Review	September 2027	**Next Review**	September 2027
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Version	Review Date	Reason for review and summary of changes
v1	September 2025	Implementation of policy
v2	September 2026	Adding of control page and format change. Added small section on Beach School and how behaviours will be supported through citizenship sessions Reviewed and no other changes to make

Behavior is what a person does, not what they think, feel or believe.

Emily Dickinson

Our Ethos:

At Monkhouse, we believe that not all behaviours are a choice; they usually reflect something a child is trying to communicate, but doesn't have the words to express. Our ambition is to create a safe learning environment for all children, founded on everyone supporting each other to be their best selves and every member of our school community being respected and valued. Developing relationships based on trust and mutual respect is at the heart of our behaviour policy, where all children feel supported, cared for, listened to and understood.

Aims of policy:

"You can't teach children to behave better by making them feel worse. When children feel better, they behave better." - Pam Leo.

Through relationships and behaviour management approaches adopted, we aim to support children to feel better about themselves, thereby helping them to regulate and behave better. Our ambition is:

- To remind children of their worth and goodness, kindness and individuality when they go off track so they know we hold faith in their true selves, even when behaviours displayed reflect negatively.
- To use positive discipline to look beyond the behaviour and back to the heart of the child.
- To seek to understand why a child is behaving in a certain way so that they can be supported to identify the root cause of their actions and work through this.
- To allow children to feel safe and secure with adults in school, with an understanding that adults are there to help and guide when things go wrong.

Our behaviour principles:

1 - A team of staff who model our school values within our behaviour management approaches.

Staff interactions are founded on their knowledge of the children. Within our daily practice, we model the behaviour that we would like to see through our interactions with children and other adults in school. We commit to providing children with a calm and safe learning environment and play space where we model the routines and consistency within our own behaviours. Staff will regularly share their feelings with the

children through the use of the class feelings ladder, explain what has contributed to the feeling and explicitly model to the children what actions they will try to take to support regulation of their emotions. This will be modelled to all pupils and some pupils will receive additional support to understand how this relates to them.

Staff will explicitly model our school values of being kind, being respectful, being resilient, being ambitious and being courageous in their daily practice, referencing how the actions they take in certain situations represent these core values.

Staff will adopt the use of descriptive praise into their daily practice; this supports emotional development and behaviour for learning. We continuously identify the strengths of the child and try to fill their bucket with these positives so they know they are loved even when mishaps occur. We explicitly tell the children what it is that we like about what they are doing to develop their self-worth, but equally to reinforce the behaviours that we expect to see:
"I love that you asked an adult to help you to solve that problem."
"It is appreciated that you start your work straight away when I ask you to."
"You are a caring friend when I see you helping your peers outside."

As a staff team, we recognise the need for children to see us as role models and that this includes us showing that we too don't always get it right. We apologise if we make a mistake and we model to the children the steps that we will take to put it right. This contributes to the respectful and trusted relationships we strive to build with every child. Following an incident, we reassure the child that the issue has been dealt with and that we will all move on and start afresh.

Routines and expectations:

We aim to support children to understand boundaries, the expectations of them and their behaviour, and to manage anxieties through consistent whole school routines and clear expectations where the goal posts are set through a series of non-negotiables. These will support children's mental well-being so they are aware of what to expect in a range of school scenarios; in turn, this will support children in being ready for learning and able to engage and participate effectively.

2 - A culture of regulation will be developed: our staff team will be proactive in reinforcing positive behaviour and provide support in the management of emotions.

Behaviour is a means of communication and through developing a culture of regulation, we believe that children can be supported to recognise and develop how they

communicate their feelings, improve how they respond to obstacles and grow to manage their feelings and communicate in a positive manner. By providing a non-judgmental platform, staff will support children to acknowledge that mistakes are part of their social development and always overtly separate the behaviour from the child to ensure children feel loved and valued. We will always aim to give children time to regulate before we talk and keep at the forefront that when a child's needs are met by being listened to and respected, they have the best chance at regulating and taking this positive interaction into future experiences. Staff will use a calm and composed approach with regards to all behaviour management opportunities and support children to regulate themselves to match the calmness being modelled. All staff will engage in discussion using standardised phrases and use the repair boards for both informal and formal repair sessions; individual differences are recognised and nurtured by all of our Monkhouse team.

3 - Children's feelings are validated and all children are encouraged to take responsibility for their actions. (PACE Principles and the principles of Regulate, Redress and Repair.

Our whole school approach is to develop a culture of regulation through considering preventative behaviour management strategies when supporting children to manage their behaviour. All adults will be curious about a child's needs and emotions when undesirable behaviours present themselves, looking beyond the behaviour and asking what the child is trying to communicate. All children, no matter the circumstance, will be greeted with warmth , compassion and respect from their trusted adults in school. To support our vision in developing an emotionally healthy school, we will embed a restorative approach to behaviour management using core principles from the PACE approach, paired with The three Rs (regulate, redress, repair).

PACE Principles:

We recognise that understanding emotions is a key aspect to understanding and managing behaviour. Using the PACE approach allows us to remain curious and demonstrate the desire to understand a behaviour and what it communicates with the child.

Playfulness - Enjoy children's company and have fun with them.
Acceptance - Accept and support the acknowledgement of feelings and thoughts.
Curiosity - Genuine interest and desire to understand it from a child's perspective.
Empathy - Body language and tone will match the message you are exploring.

Strand	What this could look like at Monkhouse
Playful	Find out about the child's interests, Find small moments to joke or talk about what's important to the child, turn negative

	comments into more friendly expectations.
Acceptance	Validate the child's feelings - "I understand that you are feeling….", Talk about own feelings - model that it's ok to experience different feelings, Separate behaviour from the child and explain it's ok to be _____, but it is not ok to ____.
Curiosity	Using 'I wonder…" statements, avoid answering for the child with what you think, use what you know about the child to provide your wonderings.
Empathy	On their level - 'I'm sorry you are feeling (emotion).' , acknowledge that it's tricky to feel the way they do, what can we do to help you to feel better?

Some of our children will require a personalised approach to support them to manage their feelings and behaviours in order to support them with communicating respectfully. The more challenging a child's behaviour becomes, the more personalised an approach they may require.

Regulate, redress, repair:
A punishment for a behaviour will not support the learning of how that behaviour impacts them, their peers and the world around them without the supportive teaching of this. Our approach will be to conduct formal and informal repair sessions, as close to an incident as possible, to help children to learn about their behaviour and its impact. Time will always be provided for children to regulate their emotions before any conversations take place. All staff will be consistent in their approach and use the repair boards to structure and guide the conversation. The aim of these repair sessions is to repair relationships and to support the child in separating their behaviour from themselves to learn that they can make things right and we have faith in what wonderful people they still are. All children can be supported to repair; this will look different for each learner.

In addition to the approaches used in school, we believe a positive relationship with parents and carers is crucial; we reflect and plan with parents to ensure consistency in approaches between home and school and to support challenges our families may be facing in the home environment. A copy of the repair boards used in school are available for all families to access, alongside some suggested conversation starters for following up on behaviour incidents with children at home. We believe this should be a time for reflection and forward planning, not for shaming or further consequences.

4 - Consistency and fairness:

As a school team, to ensure consistency between adults and so children know what to expect, we have generated set phrases and terminology that is to be used to manage behaviour, support regulation and model our school values. We believe that by developing consistency in adult approach (with regards to rewards and consequences, expectations for behaviour and effort in learning, and through the interactions they experience), children will be better prepared and more able to navigate the routines and boundaries set with them.

Additionally, we have collated core questions to consider when addressing behaviour with children:

- Where and when is it best to have the conversation (in private, when both child and adult are regulated, where a child feels safe)?
- How will my manner / tone affect the outcome of the interaction?
- How will I ensure, and check, that the child/children feel listened to?
- How can my actions keep lost learning to a minimum to lessen the impact?

In responding to behaviour, we aim to maintain a fair and consistent approach that protects the childrens' privacy and allows them to feel safe, heard and cared for. We ensure our body language is open and responsive to the needs of the child and use a calm and nurturing tone to support children in feeling ready to open up and begin to redress and repair. A calm space should be offered to support all children and following regulation time, children will be given the time to discuss using the repair plan without feeling a sense of shaming or worthlessness. We truly believe that if we focus on a child's self-esteem and make negative experiences into positive outcomes, children's wellbeing will be enhanced and this may impact on their future efforts to manage their behaviours differently the next time.

All adults promise to listen to all sides before taking the next step.

All adults promise to treat everyone fairly and equally.

All adults promise to listen and consider the whole situation in order to make an informed decision of next steps.

All adults promise to model the behaviour that they would like to see.

"Behaviors are just the outward expression of feelings and thoughts, needs and intentions. In a nutshell, it's the child who engages in a behavior, not just the behavior itself, that matters."

Alfie Kohn

To support childrens' well-being and self-regulation, consistency in what they can expect from their classroom environment is paramount. Provision across school is designed around supporting children to be ready for learning and learning spaces should cater for the needs of all.

5 - We offer a curriculum that explicitly focuses on the regulation of a child and the life skills of respect, resilience and conflict resolution.

"Every child deserves a champion – an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be." ***— Rita Pierson***

Our life skills curriculum is designed to praise and celebrate our differences and help us to understand that our uniqueness is important. Through curriculum opportunities, staff model and explicitly teach our core school values and support children with developing strategies to enable them to become self -regulated adults with healthy coping strategies. At the heart of our curriculum, we want to nurture children to be kind and honest, feel loved and valued, and to endeavour to be the best versions of themselves with the support of adults in school.

Through our Beach School, we will explicitly teach the values of citizenship and behaviour expectations when representing our school in public.

The role of school staff: building relationships

We recognise that understanding emotions is a key aspect to understanding and managing behaviour. We are driven to promote good relationships, so that everyone can work effectively together with the common purpose of helping each other to learn. Adults being consistent in their expectations and in their manner will allow meaningful, trusting relationships to be embedded, which in turn will impact on behaviour and regulation.

Adults at Monkhouse will aim to:
Be calm and gentle; we communicate clearly and calmly. We try to keep our voices calm.
Be respectful; we empathise and find ways to show kindness to children and treat them with dignity and respect. We greet children that we pass and show an interest in them.
Be your trusted adult; we make time to listen to children, families and one another, and make a judgement about how/when to respond. We make sure everyone has a chance

to feel heard.
Be consistent; we use consistent routines across school in every lesson so pupils know what happens next and support this with visuals and communication strategies as part of quality first teaching.
Be kind and fair; we do not talk about them in front of other children.
Be a regulation ambassador; we are self-aware; we understand the impact of our own emotions on interactions, we support one another in managing our own emotions and know that regulating our own emotions is hard work.

"Promise me you'll always remember: ***you're braver than you believe, and stronger than you seem, and smarter than you think****." - Christopher Robin.*

Monkhouse code of conduct

Children's code of conduct

We want our school to be a happy and safe place to learn and play.

Monkhouse Primary School is a special place. We always aim to show our school values of being ambitious, courageous, resilient, respectful and kind.

We aim to be…

- kind and friendly to everyone,
- honest and reflective,
- responsible for our actions,
- respectful to our friends and school,
- respect individual differences.

If you follow our code of conduct, we will celebrate you by…

We expect everyone to show our school values, but where we see or consider children to be putting in that extra effort, we will…

- Share good news with your friends in your class - sharing your work, positive praise in front of your friends, a postcard.
- Display your work for others who visit your classroom to see - wow wall.
- Share good news with other adults in school - visit another adult in school to showcase your values / work.
- Share good news with your families via a postcard, a phone call, photocopying your work for you to take home to share, sharing good news at the end of the school day.
- Ask you how you would like us to share your good news e.g. with a certain teacher or friend.
- Add your good news to the celebration boards in school e.g. the celebration tree or TTRS board for example.
- Invite you to a celebration time session with a member of SLT (One lunch time a week)
- Nominate you for the Golden Table (Rec, KS1, LKS2), for fast pass lunchtime reward (UKS2) or for a platinum pass for an indoor lunch slot.

If you follow our code of conduct as a whole class team, we will celebrate you all as a class.

Our reward system will be class based and will require you to work well for yourself and

as part of a team to gain a class reward. Class house points will be earned when we see children going above the basic expectations and trying their best to show the school values. Equally, class house points might be rewarded when you do something brilliant as a whole class, for example everyone in your class showing respect in assembly.

As a class, you will select a reward from the treats board that you will work towards achieving. When you have filled your house points jar, you can enjoy this treat together to celebrate as a class.

The rewards that you can select from will change every half term, but may include popcorn and a movie to end the day, a mini sports day afternoon, a class disco, a Lego / games session, animation session, cooking session, creative time and many more.

As we have expressed a need for consistency when dealing with negative behaviours, as a school we need to ensure that there is consistency for what children earn the class points for and the level of reward given.

Where we notice that our code of conduct is not being followed, we will support you by…

We expect everyone to show our school values, but where we see or consider children not to be following our values and expectations for learning behaviour, you can expect…

Behaviour support steps: Structured time - inside school.

Step 1: Informal for low level behaviour / disruptions: **these steps should be enough to get the large majority of children refocused.**

1. A silent look / visual prompt.
2. A friendly ‘check in” - set phrase for adults, “Are you okay?”
3. A spoken reminder to guide you to what’s expected.
4. A private warning chat / supportive word to provide direct help to get children back on track. This chat may prompt the need for a ‘RESET TIME’
5. Reset time may happen away from the class or area where the activity

Step 2: When behaviour continues or changes cannot be seen. *Depending on behaviour, this may need to be escalated to STEP 3, with formal repair happening later that day.

1. Repeat point 3 and 4 of step 1 cycle for additional support for children.
2. Use repair boards to focus a short, informal repair session, focusing on who is being impacted and what needs to happen to help them get back to learning quickly.

   If behaviour continues and children are able to remain in class without disruption to others or causing harm to themselves and others (through the use of regulation strategies, mini-hub, following the PACE approach), a reflection time will follow as detailed below and children will complete missed learning at an appropriate time.

   - Reflection time to repair using the repair pack in the next break or lunch time. Formal repair record to be completed and added to CPOMS. (If it is needed and will be beneficial to do this within the lesson, decide whether it is appropriate for the child to give their time back to avoid lost learning.)
   - If reflection repair time is used, a simple reflection letter linked to classroom behaviour will be shared with families on the same day.

Step 3: Where school values and conduct are still not being followed:

1. Removal to SLT to complete practice learning in a different space provided by the class teacher / adult (children will practise some work that they are able to complete independently).

2. Parents will be called by the class teacher to inform and discuss (record details on CPOMS).
3. Children will not be allowed to attend a club they are signed up to that day or in the week of the incident.

Recurring behaviours:

Where recurring behaviours are happening in class, reasonable adjustments will be made to support the child in regulating and changing their behaviour:

- Seating arrangements in class can be set and tailored to meet the needs of the class.
- Objects that cause distraction can be removed if impacting on learning for themselves or others.
- A 20:20:20 lunchtime plan can be generated to support regulation during unstructured time.
- An individual behaviour record and plan can be made for children for a short period of time to monitor, reflect, redress and repair.

Where behaviours are identified as a repeated or an escalating pattern of low level concerns, class teachers will arrange to meet with families to look at the next steps and how to support the child with being their best self and developing positive learning and social habits.

Behaviour support steps: Unstructured time - at break time or lunch times.

Step 1: Informal for low level behaviour:

1. A friendly ‘check in” - set phrase for adults, “Are you okay?”
2. A spoken reminder to guide you to what’s expected.

3. A private warning chat / supportive word to provide direct help to get children back on track. This chat may prompt the need for a ‘RESET TIME’ away from the activity or group for a short period of time.

Step 2: When behaviour continues or changes cannot be seen.

1. Complete a short, informal repair session with the child using the repair boards on display.
2. Remove child from the activity and explain that a formal repair reflection is going to be needed. Use the repair pack during that break time or in the next break or lunch time. Formal repair record to be completed and added to CPOMS.
3. If reflection time is used, a simple reflection letter linked to outdoor behaviour will be shared with families on the same day.

Step 3: Where school values and conduct are still not being followed:

1. Removal to SLT to miss the remainder of the break session.
2. Parents will be called by the class teacher to inform and discuss (record details on CPOMS).
3. Children will not be allowed to attend a club they are signed up to that day or in the week of the incident if behaviour has resulted in a removal to SLT.

When relating to sporting games (football, basketball etc), the following steps will be taken:

- If a decision is made that a child disagrees with, they will be given the opportunity to discuss this there and then with an adult and then move on.
- Time out (reset time) will be used where needed - instant 5 minutes off the pitch and return if when children are ready.
- If children need to have two time-outs in a day, this would result in no football / competitive sports the next day.
- Where argumentative / playing in a rough manner is shown towards peers, children will be removed from competitive sport for that day.
- Where physical and verbal aggression is shown towards peers within a competitive game, children will receive a removal from the game for a given period of time 1 - 5 days depending on the severity of the incident, a formal repair session will be carried out and parents / carers will be notified.
- Verbal abuse against staff due to football decisions will result in a 3 day football

ban by the child / children, a formal repair session and parents / carers will be notified.

What will happen if my behaviour is impacting on myself and others and it is not improving?
If adults in school are concerned about your behaviour, you can expect them to discuss this with you and other adults in school, notify and come up with a plan for moving forward with your family, make changes to your routine to support you to make changes with support and then review this with you and your family at a later date to discuss improvements and future actions.

In the event of a serious incident, action will be taken immediately.
Incidents may arise that require escalation to step 3 and SLT involvement straight away due to the nature of the incident. Violent and abusive behaviour will not be tolerated at Monkhouse and where these instances of serious, unacceptable behaviours present (in any Key Stage), action by a senior member of staff will override all of the steps, child will be given time to regulate, parents will be called and possible progression through internal and external exclusion processes being followed. This will be reviewed by SLT to meet the needs of individual children and on a case by case basis.
Violence, or inappropriate contact towards another child, or to an adult, and obscene or offensive verbal abuse would be considered to be examples of extreme behaviour. Another example of extreme behaviour are pupils who are found to have made malicious accusations against school staff and these will be dealt with on a case by case scenario, an internal exclusion or via fixed term/permanent exclusions, as set out below.

Monkhouse Primary does not tolerate swearing or bullying of any kind, including cyber-bullying. If we discover that an act of swearing, bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. We will investigate any allegations of bullying thoroughly and ensure children's perceptions of one off incidents versus repetitive incidents are clear. Whilst it is very difficult to eradicate swearing and bullying, we do everything in our power to ensure that all children attend school free from fear.

We monitor incident records. This helps us to build a picture, spot any patterns that are emerging, highlight areas of concern and ensure continuity of support as needed.

Cyberbullying
At our school, we take all forms of bullying seriously, including cyberbullying, which can occur through digital platforms such as messaging apps, social media, gaming, or

email. While cyberbullying often happens outside of school hours, its impact can significantly affect a child's wellbeing and school life. We educate pupils about online safety as part of our curriculum and promote respectful digital behaviour. Any reports of cyberbullying will be investigated thoroughly and sensitively, involving both the pupil and their parents or carers. Where necessary, appropriate sanctions will be applied in line with our behaviour policy. We will also work with families to support those affected and, where needed, seek advice from external agencies to ensure the issue is addressed effectively and supportively.

Consequences for behaviour at Monkhouse:

Consequences for behaviour will take into account a number of factors, including age, SEND, level of behaviour displayed, impact on others and regularity of behaviour.

At Monkhouse, we will aim to use logical consequences; these will be focused on:

Being related - consequence must be related to the behaviour or be discussed with the child as to how it relates to them.

Being respectful - the consequence must not involve blame or shame - a firm but fair approach will allow the consequence to be enforced and be respectful of everyone involved.

Being reasonable - the consequence feels reasonable from the child's point of view as well as the adult's and a discussion surrounding whether the consequence feels fair should be had.

Removal from the classroom beyond behaviour support step 3:

The school may decide at this point to remove pupils from the classroom for a limited period of 'internal exclusion', at the instruction of a senior member of staff. This is carried out and parents or carers informed.
At any point, these steps may be accelerated.
The pupil will be moved:

- Into an appropriate area of the school – Senior Leader's office
- Have access to appropriate resources to support their learning
- Supported to learn and refocus, and expected to modify behaviour in this area
- Supervised at all times, including break time and lunchtime

The school will remove pupils from the classroom where it is in the best interest of themselves and others, and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption.
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space
- To address an issue with behaviour
- Where there is a serious breach of the Acceptable Use Policy eg a safeguarding or bullying incident
- Persistent disrespectful or bullyish behaviour

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

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

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Headteacher will request that the pupil's class teachers set them appropriate work to complete. Removal from after school clubs that week will also occur.

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

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

- The Headteacher will consider whether a fixed term suspension or permanent 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.

Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any difficulties that may be contributing to the pupil's behaviour. Where SEND is not

identified, but the Headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.
For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher.
- The decision to discipline 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 discipline a pupil is reasonable and will not discriminate on any grounds.
- The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Roles and responsibilities

The governing board will have overall responsibility for:

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

The Headteacher will be responsible for:

The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
Supporting staff in the implementation of this policy and promoting and ensuring respectful relationships between all staff and pupils.

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 on the school website
Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The wellbeing leads will be responsible for:
Overseeing the whole-school approach to wellbeing, 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.

The SENCO will be responsible for:
Collaborating with the governing board, Headteacher and the wellbeing leads, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school. Undertaking day-to-day responsibilities for the successful operation of the behaviour to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy. Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching and classroom adults will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO, external agencies 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 positive habits that will become life long skills.
- 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.
- Teaching our school values and supporting all children to implement these in their own behaviours and attitudes.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community, with support from trusted adults.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules, outlined in the code of conduct and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Behave respectfully on the school site to model the expectations we are promoting with our children.

Definitions to support this policy:

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

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which is persistent and can involve personal abuse or actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by writing/sending messages of an intimidating, deliberately
- unkind or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with sanctions or consequences
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour, including refusal to complete class work or showing respect for adults in school

- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

- For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:
- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework/ home reading, incomplete homework, or arriving at school without homework
- Use of mobile phones in the school building
- Graffiti
- Not adhering to school uniform expectations

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

Behaviour Policy - appendix

1. Legal framework

This policy has due regard to all relevant legislation and 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 (2024) ‘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:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

- Pupils' Personal Electronic Devices Policy
- Behaviour Action Plan

Physical intervention

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline at the school or among pupils. Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

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

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

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups and understand their legal duty to make reasonable adjustments for disabled children and children with SEND.

Removal from the classroom

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

The pupil will be moved to a room that is:

- In an appropriate area of the school.
- Stocked with appropriate resources.
- Suitable to learn and refocus.

- Supervised by trained members of staff.

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

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

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met. Parents will be informed on the same day if their child has been removed from the classroom.

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

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete. The headteacher and other appropriate teachers will consider whether any assessment of underlying factors of disruptive behaviour is needed, and facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.

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

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

1. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the

prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

The list below was created using the DfE's 'Searching, Screening and Confiscation' guidance. To search for any items not prohibited by school rules, staff will require the consent of the pupil being searched.

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

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

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Mobile phones or other electronic devices

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

Mobile phones or other electronic items will be handed in on arrival, before moving to the school yard to be welcomed into school – pupils will be permitted to access their mobile phones before and after school, but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

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

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

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

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

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

- Could negatively affect the reputation of the school.

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

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

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

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