Behaviour Policy

September 2025

Agreed by Governors:

Next Review: September 2026

This policy will be reviewed annually and will be published to all staff, parents and governors. It will be available from the school office as well as through the school's website.

Chair of Governors signature: .....

Head Teacher signature: .....

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1. Aims

This policy aims to:

- 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 the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

The school's policy is set in the context of the broader South Tyneside behaviour strategy to ensure that South Tyneside's children and families get the best start in life, remain healthy and aspire to a bright and prosperous future. To ensure everyone reaches their full potential, we work together to provide the best possible learning and recreation opportunities, with targeted protection, care and support for those in greatest need.

The behaviour strategy is particularly intended to ensure that all children and young people whose behaviour is preventing them from making progress and/or is inhibiting the progress of others are appropriately supported.

The South Tyneside SEND ranges give guidance on ensuring that the provision, systems and training are in place to effectively meet pupils' needs. This supports schools in having a graduated response to pupil behaviour to ensure that low level behaviour does not escalate into high level behaviours too quickly and to recognise that 'behaviours' often cloud other needs that require addressing as a priority.

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2023
- The Equality Act 2010
- Keeping Children Safe in Education 2025
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour such as interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any **prohibited/banned items.** These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying is not tolerated and should **never** be ignored

All instances of bullying must be recorded on CPOMs.

Parents/carers will be informed by staff via telephone or face to face contact

Every instance needs to be addressed, in line with this policy, which each child/young person involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern

Children/young people need to be supported to develop age appropriate E-literacy so that they are able to keep themselves safe online and report cyber-bullying

Further guidance is available in the school's **Anti-Bullying Policy/E-Safety Policy**

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board.

- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensure individual student risk assessments and positive handling plans are put in place and regularly reviewed.

5.3 Staff

Staff are responsible for:

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

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

5.4 Parents and carers

Parents and carers, where possible, should:

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

- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards
- Ensure school work and homework is well presented, completed to a high standard, and handed in on time.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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

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

Extra support and induction will be provided for pupils who are intakes into school.

6. School behaviour curriculum

6.1 Pupils are expected to:

- Conduct themselves around the school in a safe, sensible manner and show regard to others
- Adhere to the Policy whilst in school, off-site visits, and to and from school.
- Arrive on time to lessons
- Follow reasonable instructions given by staff
- Behave in a reasonable and polite manner to all staff and pupils
- Show respect for the opinions and beliefs of others
- Support other members of the school community in promoting the expectations of good behaviour
- Ensure school work and homework is well presented, completed to a high standard, and handed in on time.
- Follow the school rules

School Rules:

1. Follow adult instructions at all times
2. Kind hands, kind feet and kind words
3. Keep your school in good condition

4. Walk sensibly and quietly in school keeping to the left
5. Be polite and helpful to everyone

Playground Rules:

1. When the bell rings, stand still, walk sensibly to form a line outside the classroom when signalled.
2. Take your playtime problems to Buddies or a teacher and during lunchtime to one of the lunchtime supervisory staff.
3. Play with and use the equipment in the correct place.
4. Only come into school if you have a valid reason, such as first aid when directed by an adult on duty or to access toilets.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.2 Promoting good behaviour, self-discipline and respect

School staff will support children/young people through the quality of their relationships with each other and with them – actively building trust and rapport, having high expectations, treating all with dignity and respect and communicating carefully and clearly in a way that is accessible to them and their current level of need. Where behaviour is other than what might be expected, staff should consider what might be behind the behaviour and why the child is behaving in that way, including seeking support from colleagues and wider professional networks to problem solve challenging behaviour.

6.3 The quality of provision

If the school is able to meet each child/young person at his/her point of need, it is more likely that they will not display challenging or unhelpful behaviour. This is achieved through accurately assessing and planning to meet the child/young person's needs; supporting him/her to develop high levels of resilience and self-esteem. Actively teach behaviour for learning.

6.4 The scaffolding

Rules and structures support positive behaviour particularly where they are few in number, developmentally appropriate, communicated in a way that the child/young person can understand, stated in the positive, regularly referred to and appropriate to the activity and developmental age.

6.5 Reparation

Children should wherever possible be given the opportunity to take responsibility for their actions and seek to repair with the other person/s involved affected.

6.6 Children/young people with exceptional behavioural and or SEN needs

The majority of children/young people respond appropriately when staff work within the guidelines but some of our children/young people need additional support to learn to manage their behaviour. This is achieved through:

- Working within this policy
- Putting in additional scaffolding tailored to the specific needs of the child/young person
- Multi agency review
- Observation in a range of contexts
- Making the routines/strategies more detailed

- Drawing up a Risk Assessment and Positive Handling Plan detailing action to be taken when identified behaviours occur – shared with the child/young person, parent and other staff
- Drawing on additional resources from beyond the school, e.g. CAMHS, EP support and medical specialists
- Parental and family support to implement changes in strategies.

7. Responding to behaviour

7.1 Classroom management expectations

These have been compiled in consultation with all pupils. These expectations occur in all classrooms and in all areas of the school. Our behaviour management system is evident in all classrooms as a visual reminder to children:-

- Sun/star/rainbow (exemplary)
- White cloud (1st stage)
- Grey cloud (2nd stage)
- Black cloud (final stage)

This is a means of promoting good relationships so that people can work together with the common purpose of helping all learners. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. The policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
- Greet pupils in the morning/at the start of lessons
- Establish clear routines
- Communicate expectations of behaviour in ways other than verbally
- Highlight and promote good behaviour
- Conclude the day positively and start the next day afresh
- Have a plan for dealing with low-level disruption
- Use positive reinforcement

7.2 Safeguarding

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

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- Name on sunshine/star/rainbow
- Spoken praise
- Certificate, stickers and reward prizes
- Text message home to parents/carer
- Housepoints and house prizes
- Postcard sent to parents

Children can collect house points/tokens towards their assigned houses. The four houses in school are:

- Marsden
- Souter
- Littlehaven
- Sandhaven

House points/tokens can be linked to stamps and stickers. Staff may choose to issue house points alongside the stamps and stickers they give. At the end of a half term, the winning house is rewarded.

7.4 Responding to misbehaviour

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

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

De-escalation techniques can be used to help prevent further behaviour issues arising.

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

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

STAGE	SANCTIONS & CONSEQUENCES
1	A verbal warning
2 White Cloud	Time out within the classroom environment
3 White Cloud	Time taken off playtime
4 Grey Cloud	In KS1, children will miss a playtime. If persistent, children will attend Reflection Room at lunchtime(s) In KS2, children will miss lunchtime(s) as appropriate. Children will use time in Reflection Room to reflect on behaviour, behaviour recorded in consequence book/CPOMS, parent informed.
5 Black Cloud	Visit to Head Teacher. Time taken off lunchtime/playtime to reflect on actions in the Reflection Room for up to 5 days, behaviour recorded in the school behaviour book, parent informed on the day.

Preventative and De-escalation Measures

Individual Pupil Support
At times in their school lives some children encounter times of challenge or difficulties which impact on their behaviour and therefore their learning. Classroom teachers will work with parents and ensure communication is strong to ensure the child feels supported at both school and home and they are receiving consistent expectations, rewards and consequences.

When necessary, the classroom team will work with the SENDCO to create a positive behaviour plan to outline additional measures being taken to support an individual. The positive behaviour plan will be stored in the classroom and on CPOMs. The positive behaviour plan will be reviewed timely. They are for children who have complex behavioural needs to support the child in making the correct choices.

Emotional and behavioural strategy support and guidance personalised to the child's conduct may be drawn up with advice from our Child and Family Wellbeing Officer. Measures may include adaptation to unstructured times, i.e. chunking play times via adult directed activities until the child can regulate behaviour. These activities may include working cooperatively with adults and children and learning how to interact with others on a socially acceptable level.

7.5 Reasonable force

Under Section 93 of the Education and Inspections Act 2006, all staff members and any other person whom the head has given the responsibility to be in charge or in control of students may use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline during teaching sessions and otherwise.

- Force should rarely be used, usually only as a last resort, and only after all other interventions have been exhausted.

- Except in exceptional circumstances, restraint should only be used by staff who have had the recognised **Team Teach** training, and this is up to date.
- It should only be used if the child/young person is putting himself or others in danger and where failure to intervene would constitute neglect.
- All restraints must be recorded in the school's incident recording system
- Where a child/young person has required restraint, or is deemed likely to need restraint, as part of an ongoing behaviour management plan, an **Individual Risk Assessment and Positive Handling Plan** should be carried out, including assessing the possible consequences of using particular Team-Teaching methods.
- Update the child/young person's Behaviour plan including the Team Teach Physical interventions which have been successful/ alternative strategies to avoid such intervention
- If restraint is used, parents/carers should be contacted before the child arrives home. Staff having used restraint should be debriefed by a member of the school senior leadership team.

Physical Contact with Pupils

The school recognises that there are occasions when physical contact (other than reasonable force) with a student is proper and necessary, such as:

- holding the hand of the pupil
- comforting or congratulating a pupil
- demonstrating how to use equipment
- demonstrating techniques
- provide first aid

7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

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.

Subject to the exception below, 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.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept on CPOMs.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7.8 Online misbehaviour

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

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

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

7.9 Child on child abuse

Following any report of child-on-child sexual violence or sexual harassment offline or online, schools should follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5.

This should be reported to the Designated Safeguarding Lead who will follow the School's safeguarding procedures.

7.10 Discriminatory language/incidents

- *Although they are quite rare,* incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are **not acceptable** within our school's community
- They should be dealt with in line with this Policy *with further advice and a co-ordinated response from the Senior Leadership Team*
- They must be recorded appropriately, including any follow-up action
- Some children use discriminatory language without understanding its impact and this must be viewed as an opportunity to teach children/young people how to be respectful to each other

If the school feel children are being abused through extremism or being radicalised, the school will inform the local authority and consult directly with the police Prevent Team and seek advice.

Further guidance is available in the school's **Equalities Policy.**

7.11 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 or other DSLs will make the report.

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

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

7.12 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

8. Serious consequences

8.1 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. This education will be 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 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 it is 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.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency assessment

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

8.2 Suspension and permanent exclusion

The school has adopted the standard guidance, *Exclusion from maintained schools, academies and pupil referral units* (DFE, August 2024) and refer to this guidance in any decision to exclude a child from school. The relevant internet address is:
https://www.gov.uk/government/publications/school-exclusions

Informal exclusions or any sending home of pupils for disciplinary reasons other than through exclusion **are illegal**. Parents must not be encouraged to home educate a child in order to avoid exclusion.

In occasional cases the Head Teacher may feel that they have to exclude a child, however, such decisions are not taken lightly and will be determined on an individual basis.

The Head Teacher may exclude a pupil for one or more fixed periods, for up to a 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, parents will be informed immediately, giving reasons for the exclusion. At the same time, the Head Teacher will make it clear to the parents that they can, if they wish, appeal against the decision to the governing board. The school will inform the parents how to make any such appeal.

The Head Teacher will inform the LA and the governing board about any permanent exclusion and about any fixed term exclusions beyond five days in any one term. The governing board itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher. The governing board has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

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

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Set out your approach to anticipating and removing triggers of misbehaviour below. Your approach may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

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

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

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

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

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

The school's special educational needs co-ordinator (SENCO) 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/carers to create the plan and review it on a regular basis.

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

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

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

10. Supporting pupils following a sanction

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

This could include measures such as:

- Reintegration meetings
- Daily contact with named members of staff
- An individual positive behaviour plan.

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

The school carefully manage the transition of students as they progress from one year group to the next and, to a greater extent, from Key Stage to Key Stage. Students have transition sessions with their new class and teacher, and the school hold handover transition meetings at every move to enable clear communication for staff. The school are especially careful in ensuring that transitions for students with particular needs are fully prepared at each stage both internally and externally.

The school have good communicative relationships with local junior/senior schools and students are encouraged to attend taster days and visit prospective new schools. Relevant staff will also visit schools and liaise with the Heads of Year 6/7 in order to ensure smooth transition for students. Not only are students prepared for the academic transition of moving to secondary school, but also the social side.

Enhanced transition arrangements are in place for those pupils who may need significant extra support for transition to be successful. Identification of such pupils starts in Y5 and an enhanced transition plan is put in place. This is part of ongoing liaison between primary and secondary schools.

12. Communicating the Policy

For the Policy to be successfully implemented it is essential that its contents are communicated effectively to all members of the school community. The school believes that parental support and acknowledgment of how behaviour is managed within the school will enhance the effective partnership between home and school.

The school works with parent/carers and pupils so that effective learning communities can be established. The school will report behaviour, appropriate and inappropriate, to parent/carers regularly. Parents are encouraged to communicate with the school if they have a concern about their child's behaviour or well-being, initially with their class teacher.

- The policy and school expectations will be reviewed at the beginning of each academic year in conjunction with all staff and students.
- School expectations will be placed in prominent places in all areas of the school and also in the Home/School Agreement information.
- For clarification on any of any points in the Policy, parent/carers, volunteers and students are asked to contact a member of staff.

13. Training

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

- The proper use of restraint - Team Teach
- The needs of the pupils at the school

Behaviour management will also form part of continuing professional development.

14. Monitoring arrangements

14.1 Monitoring and evaluating behaviour

The school will regularly monitor the behaviour system to ensure expectations, rewards and sanctions are appropriate and effective. The information from our monitoring procedures will be used to identify good practice and to identify opportunities for staff professional development.

The Head Teacher will annually review the Behaviour Policy as a whole.

Information and feedback regarding the effectiveness of this policy across the school is sourced from informal discussions and reports from members of the school community; from classroom and playground observations; questionnaires from parent/carers, staff and pupils; formal data such as the number of pupils receiving sanctions; number of individual behaviour plans in place and through specific monitoring by staff and governors.

15. Links with other policies

This behaviour policy is linked to the following policies

- Child protection and safeguarding policy
- Anti Bullying & Harassment Policy
- Complaints Policy
- E Safety Policy
- Equality and Diversity Policy
- SEND Policy
- Tackling Extremism and Radicalisation Policy
- Uniform Policy