

Booker Avenue Junior School

Behaviour Policy and Statement of Behaviour Principles

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1. Aims

This policy is informed by all stakeholders of Booker Avenue Junior School and aims to reflect the specific needs, character and circumstances of our school.

This policy has been written in line with the Behaviour in Schools Advice for headteacher and school staff February 2024

The terms “**must**” and “**should**” are used throughout the guidance. Where the text uses the word “**must**”, the person in question is legally required to do something.

Good behaviour in school is central to a good education. We are responsible for managing behaviour effectively in order to create a calm, safe and supportive environment for all stakeholders. We aim for our school community to be a place where everybody feels valued, is able to learn and has the opportunity to grow and thrive. Being **taught** how to behave well and appropriately is vital for all pupils to succeed.

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 proportionate and fair.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [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 give 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:

- **Deliberately disrupting learning** - *being off task, calling out, seeking negative attention from others, not following reasonable classroom etiquette (one voice, hands up, whiteboard work), lingering in cloakrooms (punctuality).*
- **Not following a reasonable instruction** – *unreasonably defiant, refusing to complete a learning task.*
- **Unkind words and actions** - *name calling, excluding, talking about another person secretly, negative facial expressions and/or body language, excessively rough play, pushing in line, deliberately hurting another person physically, not playing by agreed rules, overly competitive, confrontational.*
- **Misuse of resources** – *deliberately damaging equipment, deliberately damaging or defacing text and work books, deliberately damaging display work, deliberately damaging or vandalising infrastructure such as playground, equipment, toilets, cloak rooms, canteen or classroom (leaning back on chairs).*

Serious misbehaviour is defined as:

- Any form of bullying.
- Sexual violence, 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 like interfering with clothes.
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory language and behaviour.
- Possession of any prohibited items. These are:
 - Non-essential personal items (toys, electronics)
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarettes, electronic cigarettes/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 one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	excluding, tormenting, being deliberately unkind
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • 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 or gaming sites

We have developed an anti-bullying strategy which guides our approach to preventing and tackling bullying.

5. Roles and responsibilities

5.1 The governing board

The governing board will:

- **Review** and approve the written statement of behaviour principles (appendix 1)
- **Review** this behaviour policy in conjunction with the headteacher.
- **Monitor** the policy's effectiveness.
- **Hold** the headteacher to account for its implementation.

5.2 The headteacher

The headteacher will:

- **Review** this policy in conjunction with the governing board.
- **Give** due consideration to the school's statement of behaviour principles (appendix 1)
- **Approve** this policy.
- **Ensure** that the school environment encourages positive behaviour.
- **Ensure** that staff deal effectively with poor behaviour.
- **Monitor** that the policy is implemented by staff consistently with all groups of pupils.
- **Ensure** that all staff understand the behavioural expectations and the importance of maintaining them.
- **Provide** new staff with a clear induction into the school's behavioural culture to ensure they understand its rationale, expectations and procedures, and how best to support all pupils to participate fully.
- **Offer** 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.
- **Ensure** this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- **Ensure** that the data from the behaviour log (Cpoms) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

As teachers and staff we:

- **Create** a calm and safe environment for pupils.
- **Establish** and **maintain** clear boundaries of acceptable behaviour.
- **Implement** the behaviour policy consistently.

- **Communicate** the school's expectations, routines, values and standards when teaching and in every interaction with pupils.
- **Model** expected behaviour.
- **Build** positive relationships with pupils based upon mutual respect for each other.
- **Provide** a personalised approach to the specific behavioural needs of particular pupils.
- **Consider** how our personal behaviour embodies the school's values and how we uphold school rules and expectations.
- **Record** incidents of ***persistent*** misbehaviour using Cpoms.
- **Record** incidents of ***serious*** misbehaviour using Cpoms.
- **Challenge** pupils to meet the school's expectations.

Key staff members responsible for supporting staff with incidents of behaviour are:

Mr. Thompson, Mrs. Novelli, Mrs. Bradley, Mrs. Moody, Miss. Majumdar, Mr. Manning

5.4 Parents and carers

As parents and carers we:

- **Learn** the school's behaviour policy and **reinforce** it at home where appropriate.
- **Support** our child in adhering to the school's behaviour policy.
- **Inform** the school of any changes in circumstances that may affect our child's behaviour.
- **Discuss** any behavioural concerns with the class teacher politely and with reason.
- **Take part** in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).
- **Discuss** any concerns about behaviour with the school directly and **commit** to work in partnership with the school around any issues.
- **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

As pupils we:

- **Display** the expected standard of behaviour.
- **Follow** the behaviour policy.
- **Know and understand** the school's rules, values, expectations and routines.
- **Know and understand** the consequences of misbehaviour.
- **Know and understand** the consequences of serious misbehaviour.

- **Know and understand** how we can access help in school.
- **Accept** everybody for who they are.
- **Move** around the school in an orderly and appropriate manner.
- **Treat** the school buildings and school property correctly.
- **Learn** from incidents of misbehaviour.
- **Represent** the school correctly, in line with our rules, expectations, values and culture, including when outside of school and online.

Pupils will be supported to meet the behaviour standards and **will be provided with specific intervention when needed via a *behaviour support plan***.

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

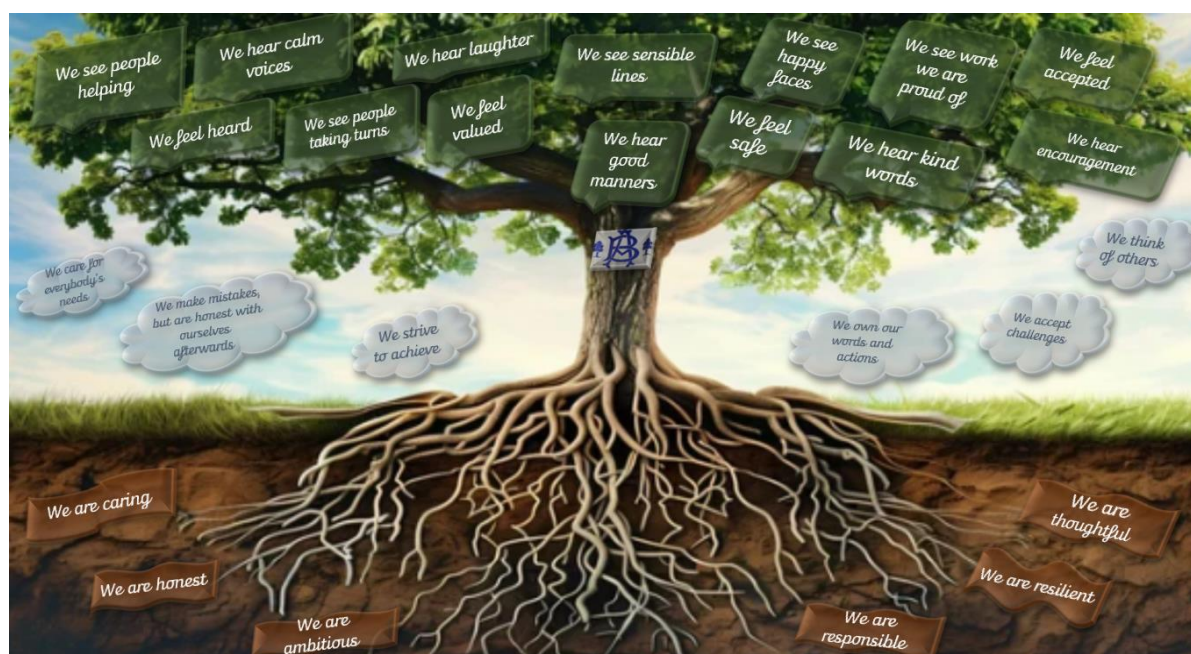
Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

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

6. School behaviour curriculum

Positive behaviour reflects the values of the school. We establish positive behaviour by creating an environment where good conduct is more likely and poor conduct less likely. This behaviour should be taught and modelled to all pupils, so that they understand what behaviour is expected. We positively reinforce examples of expectations being met through dojo points and rewards, and there are clear consequences for incidents of misbehavior (see appendix 1A).

Our values shape our culture:



Our routines are:

- We line up in a calm and orderly fashion.
- We move around the school in a calm and orderly fashion.
- We enter assembly in a calm, orderly and quietly.
- We are ready to learn at the beginning of each lesson.
- We respond to signals and instructions at the first time of asking.

6.1 Mobile phones

Pupils are not generally permitted to bring mobile phones into school. However, in Year 6, children who may make their own way to and from school are permitted to bring a phone for safety reasons. In these cases:

- Phones must be switched off upon entry to the school site
- Phones must be handed to the class teacher at the start of the day and collected at the end.
- Pupils may not use their phones during the school day
- The school cannot accept liability for loss or damage to phones

7. Responding to behaviour

7.1 Classroom management

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**.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

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 values.

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:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates awarded in assemblies
- Positions of responsibility, such as librarian, play leader or school councillor
- Whole-class or year group rewards, such as a popular activity or extra playtime
- Dojo points – whole school values -

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 responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

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

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

When giving behaviour 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 has developed a tariff of possible actions in response to incidents of misbehaviour. These may include:

- Verbal warning

- A move of place within the classroom
- Being required to work in another classroom for a period of time
- Loss of playtime or lunchtime
- Loss of other privileges
- Informing parents
- Reporting to the Deputy Headteacher
- Reporting to the Headteacher
- A behaviour plan put in place

Personal circumstances of the pupil will be taken into account when choosing actions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

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

- Causing excessive disorder
- Hurting themselves or others
- Excessively damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded via Cpoms and reported to parents (see appendix 2A for a Cpoms behaviour log)

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

7.6 Confiscation, searches, screening

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, 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 ensure it is reported using Cpoms.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher or designated safeguarding lead (or deputy) 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 section 3 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.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf

- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour action.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks, drawers or cloakroom space.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

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

- Trays
- 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

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

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

Actions 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.

Actions will only occur 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 actions 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.

Actions will only occur on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team will make the report.

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

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

7.11 Malicious allegations

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

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

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

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

Please refer to our child protection and safeguarding policy and or managing allegations against staff or volunteer policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Reflection

Pupils can be issued with reflections during break or lunchtimes.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a reflection, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by the Headteacher / Deputy Headteacher.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

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

- Pastoral support
- Use of teaching assistants

- Short term behaviour support plans
- Long term behaviour support plans
- Pupil support units
- Multi-agency assessment

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

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent misbehaviour, which has not improved following in-school actions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

- › Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- › Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- › If a pupil has an education, health and care (EHCP) 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. They may include:

- 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 alternative spaces or where pupils can regulate their emotions during a moment of sensory overload.

9.2 Adapting consequences (actions) for pupils with SEND

When considering a behavioural consequence (action) for a pupil with SEND, the school will take into account:

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

If the answer to any of these questions is yes, it may be unlawful for the school to give a consequence (action) the pupil for the behaviour.

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

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 to create the plan and review it on a regular basis.

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

The provisions set out in the EHCP 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 EHCP plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following an incident

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

This could include measures like:

- Reintegration meetings (following and exclusion).

- › Daily contact with a member of the senior leadership team.
- › An individual behaviour plan with personalised behaviour goals.

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

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

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

12. Training

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

- The school's behaviour curriculum and ethos.
- The needs of the pupils at the school.
- How SEND and mental health needs impact behaviour.

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

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

The data will be analysed every term by the Designated Safeguarding Lead, Mrs Novelli.

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

- At school level
- By age group

- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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

13.2 Monitoring this policy

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

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

14. Links with other policies

This behaviour policy is linked to the following policies:

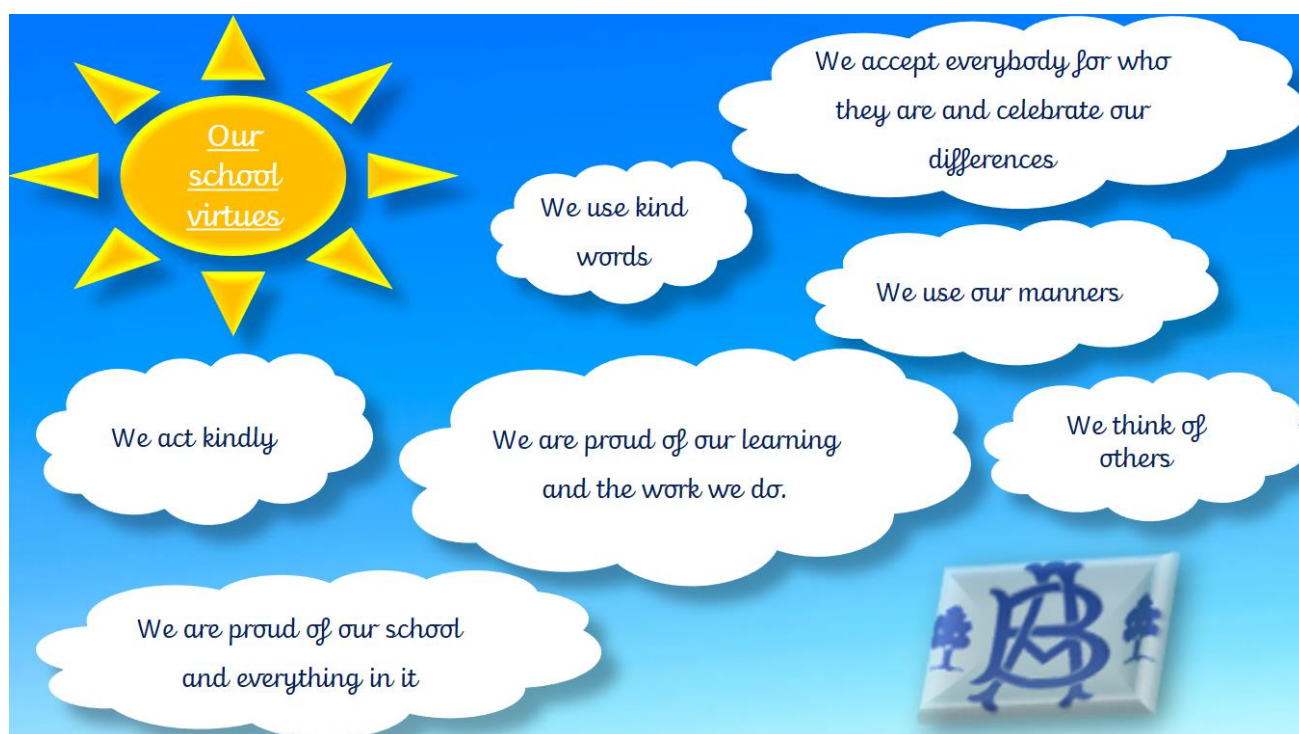
- Child protection and safeguarding policy
- Anti-bullying strategy

Appendix 1: written statement of behaviour principles

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

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

To support these principles, the school implements some virtues for all pupils to adhere to:



This written statement of behaviour virtues is reviewed and approved by the full governing board annually.

Behaviour Curriculum 1



Reflection questions

What are our classroom expectations?

What are our classroom routines?

How do we participate correctly in a lesson?

Who in class is setting a good example?

What does my teacher's face look like?

What is everybody else doing?

Misbehaviour

Disrupting learning by...

Calling out or interrupting

Wandering around in class

Disturbing other children's learning

Talking while the teacher is or when the class should be working silently

Being off task



Behaviour Curriculum 2



Reflection questions

Am I proud of my work?

Am I proud of our school?

Would I want to show my work to people I respect?

Do I want my work to be celebrated and displayed?

Am I thinking of other people? For example, Mr. Donlevy, the cleaning staff...

What would happen if we did not have toilets or cloakrooms or dining rooms?

How would we learn if we did not have textbooks, practice books or classroom equipment?

Misbehaviour

Misuse of equipment, resources, or infrastructure by...

Deliberately damaging equipment

Deliberately damaging or defacing text and work books

Deliberately damaging display work

Deliberately damaging or vandalising infrastructure such as playground, equipment, toilets, cloak rooms, canteen or classroom

Leaning back on chairs



Behaviour Curriculum 3



Reflection questions

Am I being safe?

Am I thinking of others? For example, lunchtime supervisors

Am I lining up correctly?

Am I walking around school in a calm and orderly manner?

Am I making the most of my learning time?

Misbehaviour

Not following a reasonable instruction

Ignoring an adult

Refusing to complete a learning task

Doing something I have been asked not to do

Being in a place I have been asked not to be. For example, the cloakrooms, the library, inside during playtime or lunch



Behaviour Curriculum 4



Reflection questions

How does the other person feel?

How would I feel if another person was not kind to me?

Do I know all of the facts?

Am I being safe?

Am I a person that others want to play with?

When should I be competitive and when should I not?

How do I feel?

Do I need to go to a quiet places?

Misbehaviour

Unkind words and actions

name calling

excluding

talking about another person secretly

negative facial expressions and/or body language

excessively rough play

pushing in line

deliberately hurting another person physically

not playing by agreed rules

overly competitive

confrontational

