

# Behaviour Policy

Nelson St Philip's Church of England Primary School



**Member of staff responsible: Miss R Moulden**

**Date Policy Reviewed: September 2024**

**Date Approved by Governors: Autumn 2024**

**Date to be reviewed: September 2025**



## Our Vision Statement

*We love to learn. We learn to love.*

*With Christ as our Guide,*

*We love and learn together.*

Our children are encouraged to respect their own faith and those of others in our caring Christian environment.

Christian values lie at the heart of all we do.

***'God is love, and all who live in love live in God, and God lives in them.'***

***1 John 4:16***

Living out our vision, we aim to:

***Guide our children to prepare them for life; Respect themselves and one another; Aspire to achieve their highest potential; Care for the local and wider community; Every child is special in God's eyes.***

**GRACE**

***Guide Respect Aspire Care Each of us is special***

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## Statement of intent

Nelson St Philip's Church of England Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

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

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

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

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

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

## 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 (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- 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

## 2. 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.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

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

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, 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 and SEMH policies 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 staff will be responsible for:

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

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

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

Pupils will be responsible for:

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

Parents will be responsible for:

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

### 3. Definitions

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 involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

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

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission



- Graffiti

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

#### **4. Staff induction, development and support**

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

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

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

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

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

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

#### **5. Social, emotional and mental health (SEMH) needs**

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

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

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil’s mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school’s SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

## 6. Managing behaviour

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

All staff, through CPOMS will make a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

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

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

### **Classroom Behaviour Management Chart**

Early Years, KS1 and KS2 behaviour system

Each class has three faces displayed: a 'Happy face'; a 'Shocked face'; a 'Sad face'.

'Happy face' - If a child chooses to follow the classroom/school rules and displays positive behaviour and attitudes towards learning and towards others, their name can be written underneath the 'Happy face'. If they continue to display these behaviours they are then awarded a tick next to their name. When the child has been awarded three ticks, they are rewarded with a special certificate that can be taken home.




'Shocked face' – If a child chooses to be noisy, disruptive and prevents others from learning, their name can be written underneath the 'shocked face'. This can act as a warning to the child that if this behaviour continues, their name will be written underneath the 'Sad face'.

'Sad face'– If a child continues to choose to ignore the classroom/school rules, is disruptive or disrespectful and prevents others from learning, their name is written underneath the 'Sad face'. If they continue to display these behaviours then a tick is placed next to their name. When the child has received two ticks, they miss a play time. During this time they have time to think about their behaviour, including what they think they need to do to make things right. If the child receives three ticks, the class teacher has to speak to the child's parents or carers as soon as possible to discuss their unacceptable behaviour. If a child has received three ticks on two consecutive weeks, the child is placed on 'daily report'. Parents are notified straight away if their child is placed on daily report. The child will take out their report at play times for staff to fill in (same faces as used in the school behaviour system).

NB: Names of children underneath the 'Happy face' and 'Sad face' remain on the board until Friday. Names of children underneath the 'Shocked face' are rubbed off daily. Year 1 children change on a daily basis rather than weekly

N.B: System to be used by teachers and support assistants. Welfare assistants to use team point chart.

Reasons to have your name under the following faces: -

		
<ul style="list-style-type: none"> <li>• Being polite</li> <li>• Being kind</li> <li>• Trying hard with your work</li> <li>• Using good manners</li> <li>• Being honest</li> <li>• Listening well and sitting nicely in class</li> <li>• Completing homework</li> <li>• Being well behaved at home</li> </ul>	<ul style="list-style-type: none"> <li>• Shouting out in class</li> <li>• Talking when you should be working</li> <li>• Not letting people join in</li> <li>• Cheating at games</li> <li>• Not following instructions</li> <li>• Interrupting somebody when they are speaking</li> <li>• Answering back</li> <li>• Stopping others from working</li> </ul>	<ul style="list-style-type: none"> <li>• Hurting other people physically and emotionally</li> <li>• Swearing</li> <li>• Not keeping safe</li> <li>• Shouting at teachers</li> <li>• Spoiling others' work</li> <li>• Fighting/rough play</li> <li>• Throwing objects at people</li> <li>• Being racist</li> <li>• Telling lies</li> <li>• Not behaving for <i>any</i> member of staff</li> </ul>

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, e.g. equality, SEND or human rights.

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

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

Where appropriate, an Individual Behaviour Plan (IBP) may be put in place:

In such cases parents will:

- Meet with the class teacher and or SENCO to clarify behaviours causing concern. These will be behaviours that are persistent despite the use of the stepped approach detailed above.
- A copy of the IBP will be sent to parents detailing focused strategies and the type and level of support the pupil will receive from the school.
- Parents will be invited into school to meet with the SENCO once a term to review the IBP and to set new targets if appropriate.

### **Procedures to deal with a child who habitually disobeys school rules**

It is necessary to have procedures in place for any pupil who is disruptive in the classroom and habitually disobeys school rules. This will protect the majority of the school community.

1. A formal interview will be arranged for the pupil with the headteacher.
2. Parents will be notified in writing, in person or by phone call, stating that if problems are not resolved to the school's satisfaction the pupil will receive an internal suspension.
3. If the problem persists an internal suspension occurs for the child. Children are given class work and remain by the headteacher's office. Playtimes and lunchtimes are separate from other children in school. Parents will be notified.
4. If the behaviour continues, a second formal interview will be held for the pupils with the headteacher.
5. Notice will be sent to the parents informing them of the suspension of their child
6. When parents receive notification, they may wish to discuss problems with the headteacher and should contact school for an appointment.
7. It may be necessary to repeat the suspension of a pupil.
8. Parents have a right to appeal to the Governing Body of the school at any point in the process.
9. In rare circumstances school reserves the right to exclude a pupil immediately following a major incident.

### **Grounds for suspension or exclusion**

The school will only suspend or exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in the school's Behaviour Policy, have failed to be successful.

The following examples of behaviour may warrant the decision to suspend or exclude a pupil:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse

Pupils can be suspended on a fixed-period basis, i.e. for up to 45 school days within a year, or permanently excluded. Similarly, pupils can be permanently excluded following a suspension, where further evidence is presented. In all cases, the headteacher will decide whether a pupil will be subject to a suspension or an exclusion, depending on what the circumstances warrant.

The school has the power to direct a pupil off-site to improve their behaviour.

**Fixed term and permanent exclusions.** This is used as a very last resort when a child's behaviour is totally unacceptable and will only be used when there is danger of a pupil/s endangering his or her own safety, or that of other members of the community.

**Fixed term exclusion away from school.** The first exclusion for any child would be fixed term depending on the circumstances. Usually this would be 1 to 3 days (this can be extended up to 5 days).

**Permanent exclusion.** This would only be the last resort when all other avenues have been explored.

### Lunchtime Behaviour Procedure

At St Philip's, we are committed to ensuring that all children can feel safe and happy throughout the school day. This includes lunch time, break time and the journey to and from school and home.

This means that we have a policy of zero tolerance of verbal and physical aggression. All such behaviour should be addressed by the member of staff on duty immediately and without exception.

At lunch times senior staff are available to support the implementation of this policy but this does not negate the whole staff shared responsibility for good and safe behaviour.

The member of staff closest to an incident must address it straight away and in accordance with policy.

**Codes to be used by Welfare Staff / Support Staff recording low level incidents on the playground at lunchtime:**

AA Child apologised verbally / apology accepted

TO Time out

RC Resolved by children

Miss Missed remainder of break or lunchtime

RT Referred to Class Teacher

RSLT Referred to a member of SLT

Incidents of **serious verbal and physical aggression** proceed through the following stages:

**1st incident: Letter to parents**

**2<sup>nd</sup> incident: 1 day lunch time ban**

**3rd incident: 2 day lunch time ban**

**4th incident: 1 week ban**

**5th incident: longer ban as discussed with parent.**

It is expected that, during a ban, parents will work with and support the school in addressing the problem with the child, recognising that it is in the interests of the whole school community and the child concerned to tackle unsafe behaviour seriously. On the few occasions when this support is not forthcoming this should be referred to the Headteacher/ Deputy Headteacher to meet with the parents.

## **7. Prevention strategies, intervention, and sanctions for unacceptable behaviour**

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

### **Initial interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour report cards
- Long-term behaviour plans
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

### **Behaviour curriculum**

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it

clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

### **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

### **Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned.

Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

### **De-escalation strategies**

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

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.

- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

### **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 school property, and to maintain good order and discipline in the classroom.

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.

### **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.

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 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.

## **8. Sexual abuse and harassment**

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

## **9. Smoking and controlled substances**

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

## **10. 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:

- 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

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.

## **11. Effective classroom management**

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

### **Code of Conduct**

Our Code of Conduct clearly states what behaviour is acceptable and what is not acceptable i.e. the school 'rules'.

- **Treat others as you would like them to treat you**
- **Take good care of our school**
- **Always walk sensibly and quietly in school**
- **Always show good manners to everyone**
- **We will have pride in our achievement and a desire to succeed**

### **Treat others as you would like them to treat you – this means:**

- Consideration, courtesy and respect should be shown at all times
- Never fighting
- Never pushing or pulling people
- Never throwing objects at others
- Never using race, gender, size or disability to harass or upset others.
- Listen carefully
- Never shouting
- Never use bad language, 'answer back', call people names or any other form of verbal abuse
- Follow instructions
- Helping each other when appropriate

### **Take good care of our school – this means:**

- Keeping school clean and tidy
- Putting litter in bins
- Keeping walls, floors and furniture clean and unmarked
- Take care of displays of work
- Putting things back where they have come from
- Hanging up coats and bags; keeping the corridor area clear
- Making sure uneaten food from packed lunches is kept in a properly closed food box
- Keeping lunch boxes stored in receptacles provided.
- Not loitering around in the toilets and cloakroom
-

### **Always walk sensibly and quietly in school – this means:**

- Never running in or around the building
- Never leaving the school premises to retrieve a ball or for any reason without permission (normally from a member of staff on duty outside at the that time)
- When entering or leaving the hall for celebrations, concerts or Worship
- Never disturb other lessons with noise
- Never disturb someone who is quietly working
- Never barging but being ready to help opening doors, standing back to let people pass and helping carry things
- Not remaining in classrooms at playtime or dinner time without express permission of a member of staff, unless of course the weather is inclement – the judgement of this being left to the teacher on duty that day or Lunchtime Welfare Staff.
- Being quiet and sensible at all times

### **Always show good manners to everyone – this means:**

- Behaving sensibly and respectfully when on a school trip or coming to or going home from school
- Stopping what they are doing immediately they are required to, and listening at the end of playtimes, when the bell goes
- Being courteous and orderly
- Helping each other when appropriate
- Addressing all adults in the proper manner
- Show regard for other people's feelings and needs.
- Never shouting

### **We will have pride in our achievement and a desire to succeed – this means:**

- Arriving on time with everything you need for the day
- Listening carefully
- Following instructions
- Taking turns in discussions
- Wearing the correct uniform, sensible hair style, no jewellery, no nail polish
- PE kit is worn when necessary
- Swimming kit is brought to school when required
- We will always strive to do our very best and keep on trying until we succeed to the best of our ability
- Be fully involved in school activities
- Record our achievements and successes in our Record of Achievement File.

Children should always remember that the school's reputation depends on the way they behave.

### **Classroom rules and routines**

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than

negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

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

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, classroom rules are devised. All rules outlined in the Classroom are applicable to pupils’ behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

### **The classroom environment**

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils’ faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

### **Praise and rewards**

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, Superstar and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group

The school has a number of options for rewards that can be given to pupils. These include social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates, and activity-based rewards. The school also has a team point system and teachers can use 'ClassDojo' to inform parents, of good behaviour or learning.

## 12. 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 discipline pupils for misbehaviour outside of the school premises, including conduct online, when 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 discipline 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 witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying 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.

### **13. Data collection and behaviour evaluation**

The school will collect data from the following sources:

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

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

### **14. Monitoring and review**

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

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

The next scheduled review date for this policy is autumn 2025.



APPENDIX 1:

CONFIDENTIAL

St Philip's CE Primary School



Racist Concern Form

Date of Incident:

Time of incident:

Observation

Child's Concerns:  
Who was involved?

Where did the incident occur?

When did the incident happen?

What happened?

Signed by child:

Action taken

Parents Informed

Yes/No

Form seen by: SLT – Yes/No Headteacher – Yes/No

Next Steps

APPENDIX 2:

CONFIDENTIAL

*St Philip's CE Primary School*

**Behaviour Concern Form**

Date of Incident:

Time of incident:

Observation

Child's Concerns:  
Who was involved?

Where did the incident occur?

When did the incident happen?

What happened?

Signed by child:

Action taken

Parents Informed

Yes/No

Form seen by: SLT – Yes/No Headteacher – Yes/No

Next Steps

APPENDIX 3:

CONFIDENTIAL

*St Philip's CE Primary School*

**Bullying Concern Form**

Date of Incident:

Time of incident:

Observation

Child's Concerns:  
Who was involved?

Where did the incident occur?

When did the incident happen?

What happened?

Signed by child:

Action taken

Parents Informed

Yes/No

Form seen by: SLT – Yes/No Headteacher – Yes/No

Next Steps

**Behaviour Contract**

**Section 1 – agreement**

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: \_\_\_\_\_ Date: \_\_\_\_\_

**My goals**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



**To prevent my challenging behaviour, I can:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



When I demonstrate challenging behaviour, you can help me by:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



These are the consequences if I don't meet my goals:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



These are the rewards if I meet my goals:



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

My contract will be reviewed on: date

Pupil signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_

## Behavioural Management Observations Review Form

<b>Name of pupil:</b>		<b>Year group:</b>	
<b>Name of key worker:</b>		<b>Date:</b>	

**Do there appear to be any patterns triggering the pupil's behaviour?**

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**Are our existing management systems effective?**

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**What achievable targets could we implement for the pupil to work towards?**

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**What are the pupil's strengths?**

--

**What strategies could we implement to help the pupil achieve their targets?**

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**Additional comments**

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