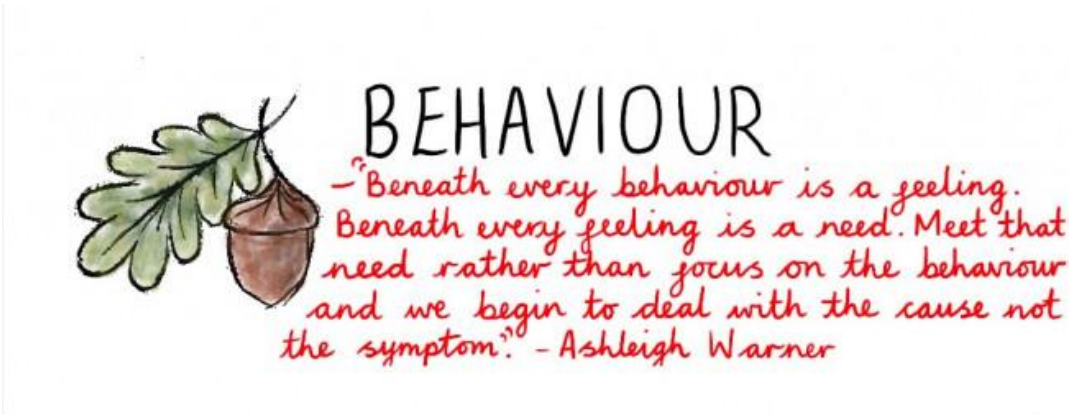
Behaviour and Relationship policy

Ballifield Primary School



September 2026

Review date Sept 2027

Ballifield Primary School is a nurturing school aiming to work together with staff, children, parents and governors, as a 'family of learning', to provide a high quality, inclusive education within a safe, happy and stimulating environment. We are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment.

This policy sets out the aims of the school in relation to achieving good standards of behaviour and includes the strategies to be followed. It details the systems and procedures within school to ensure that these aims and strategies are implemented effectively, monitored and reviewed.
At Ballifield Primary School we aim to promote and develop an ethos which is open and honest, where children are listened to and where everyone treats each other with respect. We recognise that behaviour must be taught and we will support pupils by proactively teaching them what is expected of them and how it will help them to succeed. Pupils will only be able to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice 2014

- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

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

3. Trauma Informed Schools Approach

At Ballifield, we believe in providing every child with the opportunity to experience an outstanding education academically, emotionally and socially. We strongly believe that by identifying the barriers to learning, we can provide an inspiring and relevant curriculum that considers the whole child and provides the necessary support for pupils to achieve, develop and reach their true potential.

We are committed to ensuring that our school develops a Trauma and Mental Health Informed Approach to ensure that all our pupils develop positive mental health and resilience, enabling them to fully engage in life and learning. There is a growing body of research and understanding of the impact of Adverse Childhood Experiences (ACE) on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive and supportive relationships at its heart.

Our priority as a school is to ensure psychological and environmental safety first; it is the foundation on which everything else depends. The ability to learn without fear in order to relate to others and engage in learning. Through a trauma informed approach, our focus is not only the physical environment, but the relational environment and the very culture and ethos of our school. This requires emotionally regulated and available adults who can provide essential calming and support for our pupils, their parents/carers or each other when they are overwhelmed by an event, a situation or their feelings.

In practical terms, it means that we try to not place the pupils in situations that they are unable to manage. It is vital that our response to their distress and behaviours that may challenge us is supportive and focuses on how best to support the child to be able to relate to the world and each other in a healthier way. Our school approach will reflect a differentiated and developmentally appropriate response to behaviour by recognising that behaviour represents an unmet need, Adverse Childhood Experiences (ACE) and/or particular neurocognitive or neurochemical profile.

As a school, we have embraced a wider definition of trauma to encompass any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or mitigate the impact of traumatic toxic stress. As such, even the day-to-day exposure to events such as divorce, loss of a loved one, illness within the family, moving house can be experienced as traumatic. Children and adults can be affected by toxic stress.

Providing an environment that has safety, connection and compassion at its heart ensures that our school environments never unwittingly re-traumatise any of our school members and act to maximise protective factors through the conscious use of our relationships.

All adults in our school are aware of how to create an ethos and environment of both physical and psychological safety and have the skills to respond to those who have been impacted by traumatic stress. We fully understand and support the impact that connection with a trusted, emotionally available adult has on a child and seek to maximise this for those who are identified as requiring additional support.

Our positive behaviour management and relationship policies and strategies reflect a trauma informed approach. We do not operate a 'one size fits all' approach to distressed behaviour, however, we have high expectations of behaviour and support is offered to those having difficulty meeting those expectations.

We have a number of specially trained Trauma and Mental Health Informed Practitioners to support children who are identified as requiring additional support. This support may be offered in 1:1 sessions, in class or in small groups. Our aim is to support children to make sense of their experience, find ways to manage their emotions and feelings and ensure that they maintain the capacity to learn, despite difficult events that they may have experienced.

Children are identified for additional support through referral by their class teacher, highlighted through a significant change in their behaviour or through a parental concern when behaviour changes at home or a significant life event impacts the family.

All staff are responsible for adhering to positive practice that promotes a pupil's ability to engage in, and access their learning. This is based on the understanding that pupils achieve, develop and reach their true potential when staff are fair, flexible, trustworthy, respectful, and model positive relationships. It is the expectation at Ballifield, that all staff, regardless of role act in this way.

We believe that our parents know their children best and we are committed to working in partnership to identify the best ways of providing support for everyone within school. We aim to develop positive, non-judgemental working alliances with all our parents.

3.1 Nurture Group

A number of children in school access our nurture group which gives them additional support with social, emotional and mental health needs. Children who access this provision attend for either a morning or afternoon session in a small group environment of 6-8 children and 2 adults. As stated above, with our trauma informed schools' approach, we recognise that a one size fits all approach for behaviour does not work and this is particularly important for the children who access the nurture group and often have additional needs. The group uses bespoke reward and sanction systems that support the children's mental health and well-being and consider their emotional age, as well as their chronological age.

Nurture staff are often used to support children's behaviour at times when they are not in the group; giving them time to calm and providing support in times of crisis and then talking through incidents and resolving any issues with peers or staff. Children are aware that they can access this support and will often seek it out before an incident escalates. This allows the children to remove themselves from the situation, talk through any issues and calm down.

4. Our school behaviour curriculum

Our behaviour curriculum's main aim is to develop intrinsic, self-motivation of positive behaviour for themselves rather than responding to extrinsic rewards; encouraging pupils to value good behaviour and learning for itself, not because of some other outcome.

We praise and reward children for good behaviour in a variety of ways:

Daily

- Staff verbally **congratulate** and **praise** children
- Staff give children **house point tokens** and **stickers**. For F2 children, house point tokens are started once the children are settled.
- **Star of the day award** in Foundation Stage, Year 1 and 2 classes.
- Sending **notes** home frequently in recognition of consistently good behaviour, improved behaviour, significant effort etc.
- Children can also get **stickers and prizes from the Headteacher, Deputy Headteacher and SLT**.

Weekly

- Weekly **house point team winners** are announced in achievement assembly
- Every week, two children are nominated from every class as "**Learning Champion**" for their learning achievement and progress. The specific reason for their nomination will be shared in Friday's assembly. These children receive a prize and certificate in assembly.
- One child is also nominated for a **recognition award.** This is for the children who are always well behaved, ready for learning and trying their best. The children nominated are given a certificate in assembly.
- One child is also nominated for **writer of the week award**. This is for children who have shown good writing in any aspect of the curriculum. This award is to promote good writing across school. The children nominated are given a certificate in assembly.
- One child per class is nominated for behaviour which reflects the **Ballifield Core Value** of that week. Each child will be given a certificate to take home in assembly.

Termly

- The house team with the most overall house points that half term will have a **reward**.
- At the end of the half term, instead of the usual learning champion assembly we have a **learner of the half term** where staff nominate one child. They receive a medal and a certificate.

Annual

- We have 2 trophies that are awarded to year 6's who have shown good progress in their academic or social learning throughout the year. These are in memory of a former pupil '**Amy Hurditch award'** and a former deputy Headteacher '**The John Plowright cup**'.
- Year 6 receive academic and personal awards at their leaving assembly at the end of the summer term.
- **Learner of the year** is awarded to one child per class. They receive a certificate and medal.

Pupil code of conduct

Pupils are expected to follow our three rules:

-Be responsible
-Be respectful

-Be safe

These three key rules incorporate the following expectations:

- We are helpful, kind and polite to everyone
- We look after our school and everything in it
- We work quietly and always do our best
- We listen carefully and always do as we are asked
- We walk around school quietly and sensibly
- We share with others
- We always tell the truth

House Team Points
Children earn tokens for their house team when they demonstrate behaviours linked to team work and to the core values:

We enjoy learning
We are a healthy school
We have a voice
We create a family of learning
We show self-belief
We are respectful
We aim high
We value diversity

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

4.1 Definitions of misbehaviour

Misbehaviour is defined as, but not limited to:

Not following instructions, the first time
Distracting others from their learning
Disruption in lessons, in corridors between lessons, and at break and lunchtimes
Not keeping hands, feet and other objects to yourself
Not staying on task
Negative comments and negative body language
Inappropriate use of language (including swearing)
Inappropriate behaviour
Defiance
Damage to property (age and object dependent)
Insolence
Telling Lies
Theft (dependent on what is stolen)
Poor Attitude

Misbehaviour Recording Process:

- Behaviour incidents are recorded on CPOMS (Child Protection Online Monitoring System)
- Lunchtime supervisor's pass on any behaviour information to the relevant teacher/teaching assistant at the end of dinnertime.

Misbehaviour Sanctions:
The following procedures to deal with incidents of negative behaviour will follow a consistent procedure throughout school. Warnings will be issued, and are cumulative throughout the

day; these incidents will generally be of a minor nature. Teachers and staff respond to inappropriate behaviour using the following:

If a child misbehaves	- they will be given a 'verbal warning' - a private reminder about the behaviour we wish to see - inviting them to make the right choice.
If this behaviour persists	- a yellow warning will be given. - The pupil will lose 5 minutes of their next playtime to reflect on their behaviour with a member of staff
If the child continues to display inappropriate behaviour, within the same lesson	If the behaviour still does not modify, despite warnings and support, a red consequence warning will be issued. The pupil will miss the whole/part of their break/lunch time depending on severity to have a restorative meeting with a member of staff. Parents/carers will be informed at the end of the day so that they can help to support an improvement in their child's behaviour.
If there are multiple incidents of inappropriate behaviour	The teacher will contact the parents of the child and arrange a meeting either by phone or in person to discuss the behaviour and make a plan moving forward. This may be followed up with an additional phone call from SLT/Pastoral Team.
If a child persistently chooses inappropriate behaviour	The child may be taken to work in another classroom, or with a senior member of staff, following an investigation into an incident. The child will be given appropriate work to complete and will spend the time alone, supervised at all times by a member of staff and be given the opportunity to reflect on their behaviour.
If swearing is used by a child towards an adult or a peer	This results in an automatic red warning. Removal from classroom may also be used and a restorative meeting
If a child persistently demonstrates inappropriate behaviour at break times or lunch times	The child will not be allowed outside at these times and will be supervised by a member of staff. A restorative meeting will take place and the pupil may have tasks to complete as a result of their behaviour.

Occasionally some children may warrant a different or adapted approach depending on individual circumstances and needs.

Serious misbehaviour

The following behaviours will be deemed as serious misbehaviour, and will be dealt with by SLT. In some circumstances, involvement of external agencies, such as the police, may be required.
Below is a list of serious behaviours that pupils may carry out which could affect other pupils/staff/adults whilst at school or off site on a school visit but are not limited to:

- Bullying (See below)
- Physical assault/aggression
- Verbal abuse/aggression
- Threatening behaviour (including spitting/scratching/nipping)
- Fighting (age appropriate context and injury sustained)
- Misogyny/misandry
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual misconduct - sexual violence and sexual harassment including making or sharing of nudes or semi-nudes (see asterisk below for a more detailed explanation of what constitutes sexual misconduct)*
- Theft (the object stolen will determine the type of infringement and the age of the child)
- Vandalism: damage to property (school property/peer property/buildings/neighbouring property)
- Persistent disruption to learning
- Persistent defiance and/or insolence and not following instructions
- Inappropriate or dangerous items being brought onto the school premises
- Inappropriate or dangerous items used to inflict harm
- Inappropriate or dangerous items used to cause damage
- Smoking/vaping
- Drinking alcohol
- 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)
- Misbehaviour off-site (when representing the school) such as on a school trip or on the way to or from school

*Sexual violence and sexual harassment includes:

- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Making or sharing of nudes or semi-nudes (images or videos), including those digitally altered or wholly generated by artificial intelligence (e.g., deepfakes). This includes pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video
- Upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

All incidents of making or sharing of nudes or semi-nudes mandate a safeguarding response.
Possession of any prohibited/banned items. These are:

- Knives or weapons
- Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Serious misbehaviour recording procedure:
Behaviour is recorded on CPOMS.

The teacher or a member of SLT makes a phone call, informing the parents of our concerns and a meeting arranged for the parents to meet with all the staff concerned and the HT/DHT/AHT/Pastoral team to decide on an appropriate action

On some occasions an exclusion or suspension letter will be sent to parents/carers if the behaviour is of a very serious nature or part of persistent pattern of serious misbehaviour

Serious Misbehaviour Sanctions:
Sanctions are lawful when 3 conditions are followed; -

- The decision to sanction a pupil is made by a paid member of the school staff.
- The decision to sanction the pupil and the sanction itself is made on the school premises or whilst the pupil is under the lawful charge of the member of staff
- It does not breach any other legislation (Equality Rights, SEND and Human Rights)

Sanctions will be proportionate to the circumstances of the case and will consider a pupil's age, any SEND, any religious requirements affecting them or other vulnerabilities (Adverse Childhood Experiences - ACES).

If…	**Then this will happen…**
If a child physically abuses another child by hitting, kicking etc. including fighting	This results in an automatic red warning. Removal from the classroom may also be used and a restorative meeting depending on the context and further incidents of inappropriate behaviour. Such an incident could result in a suspension or permanent exclusion.
If a child verbally abuses another pupil or adult, by threats, teasing, racist comments, comments about weight or homophobic taunts	This results in an automatic red warning and could result in a suspension or permanent exclusion.
If a child is physically violent towards a child or adult, which may result in injury	Could result in a suspension or permanent exclusion.
Persistent disobedience	Could result in a suspension or permanent exclusion.

In the case of major infringements, and the circumstances involved, some of the sanction stages may be bypassed and a suspension or permanent exclusion applied immediately

5. Bullying

Bullying is defined as the repetitive, intentional harming of a person or group by another person or group, in-person or online.

Bullying is, therefore defined as:

1. Deliberately hurtful
2. Repeated, often over a period of time
3. Intentional
4. An imbalance of power (making it difficult to defend against)

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence Prejudice-based and discriminatory, including: •Racial •Faith-based •Gendered (sexist) •Homophobic/biphobic •Transphobic •Disability-based - Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexually 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

See our Anti-Bullying Policy for our approach to preventing and addressing bullying (Racism, Homophobic, Biphobic and Transphobic bullying, child on child abuse*, Verbal bullying, prejudice-based and discriminatory bullying, Cyber bullying and Physical bullying)

6. Responding to behaviour

6.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom
They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct and their own classroom rules
- 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
    - Responding to and dealing with low-level disruption
    - Using positive reinforcement

6.2 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

6.3 Responding to good behaviour
When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it as appropriate. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

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

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

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

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.
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 employs several sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. It is the responsibility of the member of staff who is involved who witnesses or experiences poor behaviour to issue the sanction. The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand

- Sending the pupil out of the class to work in another class
- Expecting work to be completed at home, or at break or lunchtime
- Loss of break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents/carers
- Agreeing a behaviour plan with parents/carers

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

Procedure following serious misbehaviour incident and/or suspension

- A reintegration meeting is held to discuss the behaviour which has caused a suspension with parents/carers and all parties agree upon actions to ensure a successful reintegration.
- The staff, parents and child will draw up a positive behaviour plan to help them with their future behaviour.
- The child is monitored by using the daily individual behaviour plan, usually for the next three weeks.
- The child can collect points/rewards on their behaviour plan as appropriate as well as comments for every lesson and/or playtime.
- The Individual Behaviour Plan is taken home for parents to read and sign. The frequency of this is personalised for each child.
- After the three-week period, staff and parents will decide whether to resume normal monitoring or move to the next level of intervention
- If necessary, the matter is referred to FIS via a FCAF requesting various levels of support that may include support from a Family Support Worker and/or Engagement with Learning Support Worker.
- If external agencies have worked with the school and the child, and the child continues to misbehave, the school would then consider a permanent exclusion.

6.5 Reasonable force

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions.

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment

- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

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.
Some staff have been trained in Team Teach techniques and will always use de-escalation strategies before moving to restraint.
Incidents of reasonable force must be recorded and reported to parents.
For further information, please refer to the Restrictive interventions, including the use of reasonable force, in schools
document: https://www.gov.uk/government/publications/restrictive-interventions-including-use-of-reasonable-force

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

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

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

6.7 Off-site misbehaviour
Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

6.8 Online misbehaviour
Online incidents tend to occur off the school premises outside of the school day. The consequences of these incidents are often unfortunately brought into school. Hence, behaviour online, whether at school or at home is an important area where school and home need to work together to ensure that our children are able to use the internet safely and appropriately. Online safety lessons are delivered as part of our PSHE and computing curriculum.

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

- It poses a threat or causes harm to another pupil - online bullying
- There has been sharing of inappropriate images
- There has been use of inappropriate language
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- A pupil is identifiable as a member of the school

Sanctions will be given out when a pupil's behaviour online breaches any of the above. This includes incidents outside the school day and off the school premises.

School is clear that the same standards of behaviour are expected for online behaviour as with offline behaviour.

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

6.9 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, a member of the safeguarding 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.

6.10 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

6.11 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 for more information on responding to allegations of abuse against staff or other pupils.

7. Serious sanctions

7.1 Time Out
All teachers are able to give pupils time out during break or lunch times as part of the sanctions set out earlier in this document. Staff will ensure that children have time to eat and use the toilet.

Parents will be informed if the time out lasts for the duration of play/lunch time.

7.2 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 that is meaningful, under the supervision of a member of staff, 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 a member of SLT and will be removed for a maximum of 30 minutes.

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:

- Meetings with learning mentor
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- 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 on CPOMs.

7.3 Suspension and permanent exclusions

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

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

Please refer to suspension and permanent exclusions guidance from the DfE for more information.

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

7.4 Supporting pupils following a sanction

Following a sanction, 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 such as:

- Reintegration meetings
- Daily contact with learning mentor or SENDCO or nurture staff
- Personalised behaviour goals and positivity chart
- Changes to trigger points e.g. break times/lunch times, start and end of the day

8. Responding to misbehaviour from pupils with SEND

8.1 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 (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate 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 consider the specific circumstances and requirements of the pupil concerned.

Our approach may include but is not limited to:

- 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 medical issues
- Training for staff in understanding conditions such as autism, ADHD
- Use of the nurture group to support pupils to regulate their emotions during a moment of sensory overload
- Specific behaviour plans and strategies in place for individual needs
- Adjustments to start or end of day routines to support pupil's emotional regulation and behaviour
- Adjustments to break or lunch times to support pupil's emotional regulation and behaviour

8.2 Adapting sanctions for pupils with SEND

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

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.
The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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

The school's special educational needs co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.
When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.
If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

9. Mobile phones

Y6 Pupils are allowed to bring mobile phones with them to school. Once they are in school the phone will be given to the staff and is kept in the stock cupboard and returned to the child at the end of the day.
Parents must sign a form giving permission for the child to bring in their phone and that it will be given to the teacher when they enter school.
Pupils can only use them during the school day in exceptional circumstances (medical/personal reasons).
Parental permission will need to be provided in case of loss or damage.
Refer to Acceptable Use Policy for Pupils.

9.1 Use of Mobile Phones at school or out of school to bully or intimidate others:
Where mobile phones are used in or out of school to bully or intimidate others, then the head teacher or DSL do have the power to intervene 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site.'
(Schools are permitted to confiscate phones from pupils under sections 91 and 94 of the Education and Inspections Act 2006).
Anti-Bullying Procedures and the school's Behaviour Policy for major infringements will be followed.

9.2 Searching of Mobile Phones:
Staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation if they have reason to believe the phone contains inappropriate images, or if it is being/has been used to commit an offence or cause personal injury.
Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously, and will involve the police or other agencies as appropriate.
Such conduct includes, but is not limited to:
- Sexting (consensual and non-consensual sharing nude or semi-nude images or videos)
- Up skirting
- Threats of violence or assault
- Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation

Anti-Bullying Procedures and the school's Behaviour Policy for major infringements will be followed.

10. Pupil transition

10.1 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.

10.2 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.

11Facilities for biological sex and social transition

10. Facilities for biological sex and participation in sex-specific activities

The school has a duty to ensure the safety, dignity, and wellbeing of all pupils. In line with KCSIE 2026, the following provisions apply:

10.1 Use of facilities designated for a specific biological sex

Pupils must not enter toilets, changing rooms, or boarding/residential accommodation designated for the opposite biological sex. No exceptions are permitted to this requirement.

10.2 Participation in PE classes and sports

Pupils must participate in PE classes and sports designated for their biological sex. The school may lawfully separate pupils into sports based on biological sex for reasons of safety and fairness. No exceptions are permitted to this requirement.

10.3 Social transition

The school will not initiate any action regarding a child's social transition. We will only respond if a child or their parent specifically requests support. For primary-aged pupils, the school will exercise particular caution regarding social transition. Support for full social transition will be agreed very rarely and only after careful consideration of the individual circumstances.

The school will work in partnership with parents regarding any requests for social transition support. Staff will not adopt any changes relating to social transition without a decision involving the parents, except in exceptionally rare cases where doing so would pose a greater risk to the child's safety or wellbeing.

10.4 Recording of biological sex

The school is legally required to record a child's biological sex accurately wherever it is recorded in school systems and documents.

12. Training

Our school operates as a mobile phone-free environment to support pupil wellbeing, behaviour, and learning.

Year 6 pupils are allowed to bring mobile phones to school for safety reasons when travelling to and from school. However, once they arrive at school:

- The phone must be given to staff immediately upon entry to school
- Phones are kept securely in the stock cupboard
- Phones are returned to the child at the end of the school day

Parents must sign a form giving permission for their child to bring their phone to school, acknowledging that:

- The phone will be given to the teacher when they enter school
- The school cannot accept responsibility for loss or damage

Pupils can only use their phones during the school day in exceptional circumstances (medical/personal reasons) with explicit staff permission.

Refer to our Acceptable Use Policy for Pupils for further information.

9.1 Use of Mobile Phones at school or out of school to bully or intimidate others:

Where mobile phones are used in or out of school to bully or intimidate others, the headteacher or DSL have the power to intervene 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site.'
(Schools are permitted to confiscate phones from pupils under sections 91 and 94 of the Education and Inspections Act 2006).
Anti-Bullying Procedures and the school's Behaviour Policy for serious misbehaviour will be followed.

9.2 Searching of Mobile Phones:

Staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation, if they have reason to believe the phone contains inappropriate images, or if it is being/has been used to commit an offence or cause personal injury.
Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously, and will involve the police or other agencies as appropriate.
Such conduct includes, but is not limited to:

- Making or sharing of nudes or semi-nudes (images or videos), including those digitally altered or wholly generated by artificial intelligence
- Upskirting
- Threats of violence or assault
- Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation

Anti-Bullying Procedures and the school's Behaviour Policy for serious misbehaviour will be followed.

13. Roles and responsibilities

13.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation.

13.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from CPOMs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

13.3 Teachers and staff

Staff are responsible for:

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

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

13.4 Parents and carers

Parents and carers, where possible, should:

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

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

13.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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

14. Monitoring arrangements

14.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom and sexualised and bullying incidents
- 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 half term by a member of SLT and reported to governors at the full governor meetings held termly. The data is collected for all groups of children including early years and particular groups such as SEND and children entitled to pupil premium are analysed separately.

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 characteristics

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

14.2 GDPR

The information gathered for the purposes of monitoring behaviour will be used solely for this purpose and any information shared with governors is anonymised.
It will only be accessible to school staff involved with this activity.
The school's handling of behaviour data complies with the Data Protection Act 2018, the UK General Data Protection Regulation (UK GDPR), and the Data (Use and Access) Act 2025.
The data will be shared when a child moves to a new setting through transfer using the CPOMs system or through transfer of paper copies if the receiving school does not use CPOMs. Any information shared is signed for by both settings.
All records will be held on the school CPOMS system.

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

15. Complaints

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then if still not satisfied, the Chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

16. Links with other policies

This behaviour policy is linked to the following policies

Suspension and permanent exclusions policy
Relationships policy
Anti-Bullying policy
Child protection and safeguarding policy
Physical restraint policy
SEND Policy
Online safety policy
Acceptable Use Agreement

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- 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.

This written statement of behaviour principles is reviewed and approved by the full governing body annually