

Forestdale Primary School



Behaviour Policy

Date policy last reviewed: Jul 2025

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

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Purpose of this document

At Forestdale we believe that, to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We have a set of values which have been embedded and use these values to reward positive behaviours:

Honesty Empathy
Healthy Responsibility
Cooperation Kindness
Independence Confidence
Respect Resilience

All children have a right to learn, to be safe and to be shown respect. 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 and the use of school values.
- 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, home 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. Staff have been trained in TIAAS (Trauma Informed Attachment Awareness School) training 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.
- **Pastoral Support** – when there is a need our children are supported by the senior leadership team and if required through time with the pastoral manager.
- **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 (ACEs), 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. At Forestdale we monitor children's ACEs and use that knowledge base to provide appropriate support – in-house through our pastoral need or with external expertise.

All these are in place to ensure pupils can learn, have fun and enjoy school as well as reach their full potential.

Here at Forestdale Primary School, we build positive relationships using the TIAAS approach with our pupils through a nurturing and consistent behaviour approach. Our staff members strive to be patient, compassionate and approachable to all children and parents.

Forestdale staff aim to be role models for the children within our school and the wider community. We teach children to have personal aspirations and achievable targets for the future and try to give the children what they individually need in order to achieve these goals.

We aim to teach children skills such as self-awareness and regulation of their emotions in order to understand their own behaviour. We encourage children to talk about how they are feeling, children know that staff are there to listen to them when needed. Staff will always try to acknowledge and understand, in order to resolve any issues children may have affecting their behaviour.

Staff at Forestdale are firm but fair when dealing with children's behaviour. Clear boundaries are used to keep them and everyone else safe. We use risk preventing intervention to support children who may have gone into crisis mode when struggling with their behaviour, these techniques are used to simply keep the children safe. Staff have recently undergone Team Teach training to support this.

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 (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Anti Bullying Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Publish a statement on behaviour – see website
- 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.
- 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.
- Reporting on behaviour at governing body meetings

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.

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.
- Following the behaviour procedures (see below)
- Recording inappropriate behaviour on our child logs

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

- Using our TIAAS training to deal with most behavioural issues
- Using Team Teach appropriately when required
- 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.
 - Pastoral Manager.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

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.
- Work with school with regards to any sanctions due to poor 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 based on 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 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.
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- Possession of legal or illegal drugs, alcohol or tobacco including vapes and lighters.
 - Possession of banned items
 - Truancy and running away from classrooms, teachers or school.
 - Refusing to comply with disciplinary sanctions.
 - Theft
 - Verbal abuse, including swearing, racist/homophobic/transphobic/sexist remarks and/or threatening language.
 - Fighting and aggression towards pupils and staff
 - Persistent disobedience or disruptive behaviour
 - Extreme behaviour, such as violence and serious vandalism
 - Any behaviour that threatens safety or presents a danger.
 - Any behaviour that seriously inhibits the learning of pupils
 - Any behaviour that requires the immediate attention of a staff member
 - Use of mobile phones without permission
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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
- Lack of correct equipment
- Rudeness to staff
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- 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.

The SLT and the headteacher will review staff training needs termly as part of the monitoring programme, and in response to any serious or persistent behaviour issues disrupting the running of the school. Staff meeting and or INSET time will be set aside for behaviour management.

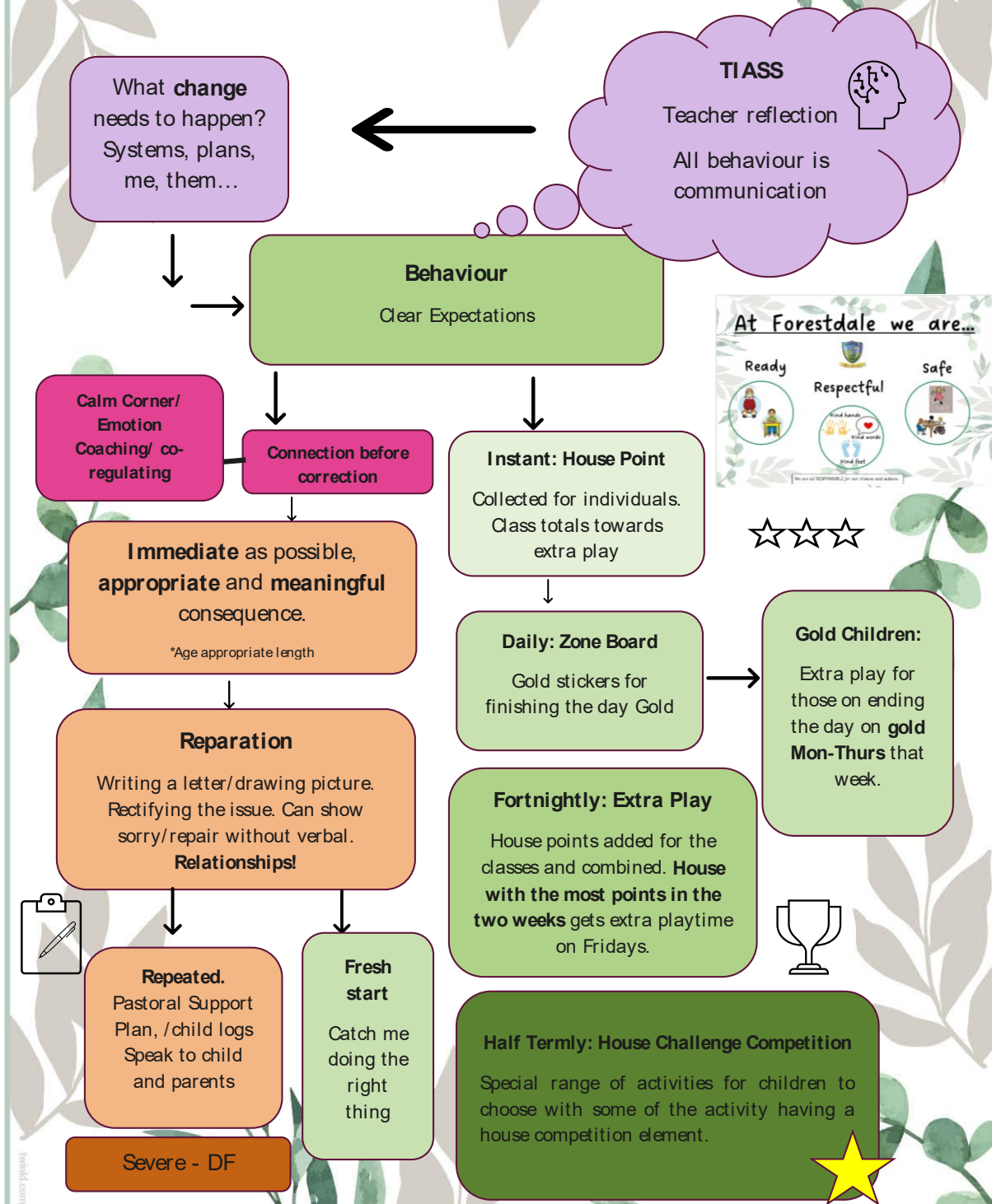
5. Managing behaviour

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. Please see the flowchart on the next page which is how behaviour is managed at Forestdale using TIAAS.

All adults in school are responsible for updating child logs with reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alerted to changes in a pupil’s behaviour that could indicate they need help or protection.

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:

Behaviour at Forestdale



STRATEGIES FOR BEHAVIOUR MANAGEMENT

At Forestdale we have procedures and support systems to manage unacceptable behaviour. There are designated people to assist staff and manage their behaviour; the severity of the incident will dictate which support system or strategy is required.

Order of escalation – Class Teacher – who will contact parent initially if required, Pastoral Manager, DHT or HT.

Our ethos is always to provide high quality teaching, to engage all children in productive learning. This should minimise the opportunities for disruptive classroom behaviour.

Zone Boards:

Zone boards are used to indicate positive behaviour in line with TIAAS – zone colours are green, silver and gold. Good behaviour is rewarded by moving the child ‘up’ the zone board to silver or gold. Any negative behaviour results in children going onto the reflection cloud and if they put things right will go back to where they were on the zone board – otherwise they are moved down. If children are in the gold zone three times during the week they take part in the extra play on Friday afternoon.

Lunchtime Behaviour.

At lunchtime, the lunchtime supervisors oversee games and activities that engage the children positively. They will observe the School Values when reminding children of unacceptable behaviour. If poor behaviour is persistent the class teacher will be notified, and the child will be moved to the reflection cloud. There is also the option of time out with the Pastoral Manager to resolve lunchtime issues. For incidents of extreme behaviour, the child will be removed from the playground and brought to a member of the Senior Leadership Team. Sometimes it will be necessary for children to have their break or lunchtimes inside the pastoral room doing a variety of self-chosen activities until behaviour improves so they are trusted to go out onto the playground.

Rewards and Sanctions

- Each class runs the House point system, which is monitored by the SLT. Children are rewarded for good work and entries to the gold zone. House captains from Y6 should be positive role models for all children. Children earn house points for their work and behaviour.
- We have a weekly Achievement Assembly to which we invite parents. The class teacher identifies two children from their class for an ‘Achievement Award’ and a certificate is presented linked to the school values.
- The Head Teacher and Senior Leadership Team also reward pupils: this may include stickers or postcards that are sent home.
- Teachers may have rewards that they have negotiated with the class.

- Teachers may have sanctions that they have negotiated with the class.
- All new teachers are supported in the behaviour process as part of their induction.
- Pastoral Manager - The Pastoral Manager is available to support children who may be having difficulties in any part of school life, we have a dedicated area where the Pastoral Manager can take children to talk to and support.
- Time out – If required children can be sent to a class below their current class for time out. At lunchtimes this might be in the Pastoral Room –
- Managing continuous pupil disagreements/friendship issues – There are times when children continually can be unkind to each other and cause constant issues. Whilst a lot of this involves social media outside of school, it is often brought into school and dealt with as required. At times it will be necessary to split up children at playtimes and lunchtimes. Typically, the pastoral room is used for this purpose (along with providing indoor play for those children who prefer to play inside).
- Circle Time linked to Jigsaw— We pride ourselves on being an emotionally literate school, all classes have circle time where children can discuss sensitive issues relating to their time in school and at home.
- Those children who are in gold three times during the week take part in extra playtime on Friday
- The Team with the most House points will earn a House Play Time every other week. All members of the House will have the extra playing time except for children not contributing to the team – i.e. showing continuous extreme behaviours.
- Each half term, Houses will take part in challenges and competitions to earn more points.

Class Expectations

- Class expectations may be negotiated between class teachers and children and will always be based on the School Values.
- If used, expectations will always be positively phrased, i.e.: “We raise our hand if we want to leave our seats” not, “Do not get out of your seat.”
- The expectations will be prominently displayed in the classroom, so visiting teachers can clearly see them.
- When reminding a child of expected class behaviour, a teacher should refer to the school values.
- Hierarchy is followed to resolve issues in school – teacher/adult in charge of children, Pastoral Manager, member of SLT, Deputy Headteacher, Headteacher.

Persistent and extreme behaviour:

Initially, teachers will speak to parents with regards to persistent low level or occasions of extreme behaviour, however if things do not improve then the children will need the support of the Pastoral Manager, SENDCo or a member of the SLT.

This may require a different appropriate of support. There are a small number of children in school who need a different approach to supporting behaviour. These are continually monitored to ensure we have the right approach at the right time.

To support this behaviour, we may need to -

- hold meetings to review the child's needs with SLT or class teachers.
- hold meetings with the parents.
- Implement a specific behaviour plan for the child, e.g. red cards with a specified time to review. This may involve planned learning breaks, visits to the sensory room, visits to SLT calm area, green good choice cards that are shared regularly and safe places for the child to go to.
- implement CPD for a member of staff.
- involve outside agencies.
- develop behaviour contracts and home school agreements.

As an SLT we are very aware that different children need different strategies to support them, and one size does not fit all.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff.
- SLT investigates the incident and decides whether it constitutes unacceptable behaviour.
- If SLT deems the incident to be unacceptable behaviour, they will record the incident. The behaviour will also be recorded on the pupil's permanent record.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – SLT will determine the period the pupil will be removed from the classroom, as well as any detention time.
- SLT will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

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

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.

- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, 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.

6. 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 e.g. yellow, green, red
- Use of indoor lunch amenities

- Long-term behaviour plans
- Pupil support units
- 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
- Splitting children up at break times and lunchtimes

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

Our school values underpin our behaviour code and is always taught during the school day – not just in the classroom. We use Jigsaw as our PSHE curriculum which builds on our school values. 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 graduated 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

TIAAS Principles

Positive Reinforcement	
• Praise and positive reinforcement - Immediate, achievable and fair • Instant, daily, weekly and half termly rewards to be earned. • We think highly motivating - especially if staff really praise, make positive and try to support the houses with fewer points (e.g. Come on badgers, we need hands up/ good walking - you can do it!). Staff can try and orchestrate the tricky characters to be successful to feel success. • House points - collaborative and rewards for 1/4 of school every other week. House points counted and collected by house captains/responsible children each Friday morning and winners announced in assembly. • Children not in the house can still achieve weekly reward by getting onto gold everyday mon-thurs • Avoid negative talk "you are letting your house down", rather "come on, you can do this and your house will be so proud". • Teachers have a positive attitude and create a culture of friendly and aspirational achievement - team effort. Finding opportunities to get the house with least points some points. • Sell it - got to believe it will work - be motivating. • Daily reminders of the rules/expectations • Key role - Hallway monitors/prefects to praise positive moving around school etc.	
TIAAS Toolkit	- Connection before Correction
• Emotion Coaching • Use of calm corners • Change of face • Connection - how can I help? (think Ethan video from training)	
Consequences, Reparation and Problem solving	
• Consequences • Immediate as possible and MEANINGFUL consequences. Fresh start immediately after. Calm area/systems to be used when appropriate - if you can see not regulated. ONCE calm. • Reparation in class (if missing 5 mins of play/playtime) but for more serious offences - can make a calm/repair area in first aid area? • Most cases to be dealt with in class - this is important for the relationship. • DF only used as last resort/serious cases such as racism/violence. Or only for positive things. • Once repaired, thank them, build the relationship and try to catch them for house points etc. Teacher reflection too - TIAAS Lens, and can apologise too. Builds relationships.	

Reparation



It is important that the relationship with the member of staff dealing with the angry child is repaired and we encourage children to, in their own way, show they are sorry (see diagram above).

Physical intervention

Staff at Forestdale 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. We use Team Teach approach.

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. 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, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. 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 fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for 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
- For a pupil to have a quiet place to continue their learning.

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.

Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used. This will be lunch times (after they have eaten) or break times – no after school detentions are given at our school.

All teachers at the school will be permitted to impose detention on a pupil, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

Parental consent will not be required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, 45 minutes will be allocated to allow the pupil time to eat, drink and use the toilet. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the pupil at increased risk.
- Whether the pupil has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether the parents ought to be informed of the detention – in most cases it will be necessary to do so, but it may not be if the detention is for a short period after school and the pupil is able to return home safely.
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil; it does not matter whether these transport arrangements are inconvenient for the parent.

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

7. Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. Any discriminatory abuse is recorded and parents informed..

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. Discipline 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.

8. Smoking and controlled substances

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 Child Protection and Safeguarding Policy.

9. Prohibited items, searching pupils and confiscation.

Children only need to bring in their lunch and water bottle – everything else is provided in school. 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.
- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Electronic devices e.g. smart watches, phones

All members of staff can use their power to search without consent for any of the items listed above – however this should be discussed with SLT.

10. 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.
- Reinforce the school values
- Discuss with children the varied emotions they might encounter and it is okay to feel any of them.
- 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.

Classroom rules and routines

The school will have an established set of clear, comprehensive, and enforceable classroom rules which define what acceptable behaviour is 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, once the classroom rules have been devised, pupils will be provided with a classroom rules agreement which they are required to read and sign. All rules outlined in the classroom rules agreement 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.
- class or year group

11. 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.
- Bullying aimed at a pupil at the school
- Could have repercussions for the orderly running of the school.
- Show disrespect to a member of staff

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.

12. Data collection and behaviour evaluation

All staff will record general behaviour issues on the Child Logs on a daily basis. These are used to look for patterns or to support conversations with parents of ongoing issues in school.

In addition to these logs the following logs are maintained for more serious incidents of behaviour:

- Sexual harassment – for example use of sexualise language/actions
- Prejudice – for example racist / homophobic or sexist comments
- Peer on Peer abuse – for example unprovoked physical assault
- Bullying – continuous harassment of any form verbal, physical, emotional (see Anti-Bullying Policy)

These logs are monitored for repeat behaviours and in these cases, issues are discussed with the victim's parents and the perpetrator's parents. Further sanctions, such as suspensions and exclusions (see policy) could be used for repeat offenders.

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.

13. 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 August 2024

Updated September 2025