

Approved by:	Full Governing Body
Reviewed on:	October 2026

Conifers Primary is a THRIVE School and a Rights Respecting School. This means we put the rights of the child at the heart of everything we do and the THRIVE approach and ethos underpins all social, emotional and academic learning. We create a welcoming, safe and caring environment, where all positive relationships are based on mutual kindness, trust and respect.



We aim to continually deepen our understanding of the impact of trauma, how social and emotional learning develops and can be supported and how this underpins our capacity and availability for wider academic learning. We recognise that this is core to our work as a school and forms our behaviour curriculum.

The purpose of this policy is to ensure that expectations of pupil behaviour are made clear and that behaviour across the school is continually and consistently managed. We are clear that everyone has the right to feel safe, feel special and to have their needs met. Therefore, this behaviour policy reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community, where a consistent approach aims to ensure that one individual's need and learning does not adversely impact on another's.

1. Aims

This policy aims to make sure, as far as possible, that the children within Conifers Primary School behave well and their behaviour is understood. Being able to understand, regulate and manage emotions, to apply thinking between feelings and action and to increasingly show empathy and understanding to others, is key to our learning.

We aim to enable children to experience challenges, succeed in their learning and have a sense that learning can be fun and relevant to their lives. We want the children to be independent, self-aware learners – socially, emotionally and academically, to be enthusiastic and foster a willingness to take risks. From the earliest opportunity, children will be encouraged to build tolerance, make good choices and take responsibility, in readiness for them taking their place in society and reaching their full potential. We are committed to 'Unlocking Talent, Fulfilling Potential'[1] to improve social mobility through education.

Gaining a sense of pride and building self-awareness through planned and incidental social and emotional learning and positive experiences is part of the ethos of our school.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn in a calm, safe and supportive environment
- All members of the school community the right to work and learning in a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated.
- 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 children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

[1] https://www.gov.uk/government/publications/improving-social-mobility-through-education

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
- Preventing and tackling bullying: advice for headteachers, staff and governing bodies
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- 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
- 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 give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Refusal to complete classwork
- Poor attitude
- Refusal to wear uniform
- Rudeness to staff and/or visitors
- Deliberate swearing

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes

- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - 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 child)
    - Threatening behaviour both physical and verbal
    - Physical intimidation

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body 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

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- 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 children
- 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 children 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 children both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for children
- 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 children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular children
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly using the school behaviour log
- Challenging children to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

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

5.5 Pupils

The children 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

The children will be supported to meet the behaviour standards

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

6. School behaviour curriculum

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our principles set out the rules, relentless routines and visible consistencies that all children and staff follow. Based on the work on Paul Dix, good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

The school has 3 simple rules 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly. The rules work alongside our Learning Charter



Listen
Engage
Ask questions
Respond
Never give up

As a THRIVE school, we also use our understanding of social and emotional development and learning as part of our responses to behaviour. We also understand that for some children, following our behaviour expectations are beyond their developmental level. Where this is the case, individual children will have a bespoke behaviour plan that is regularly reviewed.

Our positive approaches to behaviour involve us 'noticing' good choices and being explicit in descriptive feedback and praise, providing reward as reinforcement. Positive reinforcement is consistent across the school by using the ClassDojo reward system. Children are issued individual, group or whole class dojo points for following the school learning charter. When specific ClassDojo points are achieved, the children receive a certificate and a reward badge.

Our positive approaches are based on:

- Staff understanding that children are learning to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled.
- Identifying and knowing that triggers and challenges will arise and need to be managed. Reinforcing behaviour choices based on our positive, clear and consistent responses within boundaries that offer safety.
- Children knowing explicitly what behaviour is expected in different circumstances.
- Consequences are given for appropriate and inappropriate behaviour choices to be agreed and known to all involved including suspensions.
- Adults being observant, open and inclusive, acting as role models, particularly in how respect is shown, and co-regulators as needed.
- Noticing and rewarding positive behaviour, challenging inappropriate behaviour and setting achievable targets for development.
- Adjustments being made to routines within the curriculum to ensure all children can meet behavioural expectations in the curriculum.

THRIVE approach for behaviour

THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development. Life events can introduce episodes which become interruptions in some children's development. The THRIVE programme supports staff in creating a differentiated provision response to need with carefully planned actions.

At Conifers, we use THRIVE for all ages of children and it is woven into the school daily timetable and is supported by the school learning charter. THRIVE is also used in response to individual or emerging need for an individual or group. In these cases, the school works with parents and carers on an agreed action plan.

The school also has a THRIVE base which is our school hub of THRIVE provision. The base offers supportive programmes for children and their families in a variety of ways across the week.

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 school.

They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display the 3 rules
- Develop a positive relationship with children, which may include:
    - Greeting children out on the playground in the morning
    - 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
    - Follow the agreed stepped consequences and the behaviour script
    - 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
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy).

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, universal services, community-based early help, targeted early help 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 child's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

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



Positive behaviour will be rewarded with:

- Verbal praise and use of the whole school reward system 'Out of this World'
- Communicating praise to parents/carers via a phone call or postcard
- Certificates and special assemblies
- Whole class marble jar and reward with a chosen activity

6.4 Responding to misbehaviour

When a child'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 children know with certainty that misbehaviour will always be addressed.

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

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

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

Staff will used the behaviour steps and consequences outlined in Appendix 2.

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

6.5 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.

The school does not have a 'no contact' policy and will not grant any requests by parents or staff not to use reasonable force and/or other restrictive interventions.

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 alternative or standing position as quickly as possible

Staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in its safe and lawful use and in preventative strategies.

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.

Please refer to our restrictive intervention policy for more information on this legal duty. At Conifers, we are a Team Teach school. A small group of staff are fully trained to use Team Teach Techniques if and when they are required and are proportionate to the behaviour.

6.6 Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them.
- The pupil will be supervised at all times, by at least 1 member of staff.

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

7.5.3. Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Staff members under supervision of the Senior Leadership Team, should agree the use of 'Safe Holding' and it will be recorded and monitored. Any member of staff who has been involved in a 'Safe Hold' situation will be expected to debrief with the Headteacher.

6.8 Confiscation, searches, screening

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

Confiscation

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

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

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

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

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

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

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed (in which case the member of staff will ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed).

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search the member of staff will consider why this is. Reasons might include that they:

- Are in possession of a prohibited item
- Do not understand the instruction
- Are unaware of what a search may involve
- Have had a previous distressing experience of being searched

If a pupil continues to refuse to co-operate, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher, to try to determine why the pupil is refusing to comply.

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

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

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

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

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

Searching possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents

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

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

Support after a search

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

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

Strip searches

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

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

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

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the children's parents to inform them that the police are going to strip search the child before strip search takes place, and ask them if they would like to come into school to act as the appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

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

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the child, except in urgent cases where there is risk of serious harm to the pupil or others.

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

Any child who has been strip searched more than once and/or groups of children who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Screening

Conifers Primary School does not screen children on entry.

6.9 Off-site misbehaviour

Sanctions may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the child 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 child of our school

Sanctions may also be applied where a child 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 child
- Could adversely affect the reputation of the school

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

6.10 Online misbehaviour

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

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

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

6.11 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the Headteacher/SLT 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.

6.12 Zero-tolerance approach to sexual harassment and sexual violence

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

Children 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.

6.13 Malicious allegations

Where a child 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 child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child 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 child 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 children accused of misconduct.

Please refer to our child protection and safeguarding policy and the school policy for dealing with allegations against staff.

6.14 Mobile phones

We recognise that mobile phones/smart watches are part of everyday life for many children and that they can play an important role in helping pupils to feel safe and secure. However, we also recognise that they can prove a distraction in school and can be used in a negative way to impact the well-being of other children.

Therefore:

• Children in Years 5 & 6 are permitted to have mobile phones at school. However, all phones must be switched off and handed to the class teacher, who will lock them away and redistribute them at the end of the day. It should be noted that any phone is left at the owner's own risk and the school accepts no responsibility for subsequent damage or loss. Parents/Carers sign a parent/carer consent form each academic year.

• Smart Watches with camera facilities and independent connectivity to the internet must also be switched off and handed to the class teacher, who will lock them away and redistribute them at the end of the day. It should be noted that any watch is left at the owner's own risk and the school accepts no responsibility for subsequent damage or loss.

• Smart Watches without camera facilities and independent connectivity to the internet may be worn providing they are being used as normal watches and not for any other function beyond telling the time.

- Under no circumstances should a mobile phone or Smart Watch be used by children to record still or video images, or to record audio whilst on the school premises. The Headteacher reserves the right to intervene, confiscate hardware and delete any material that has been produced in this manner.

7. Behaviour, steps and consequences

'The Ladder – Behaviours, Steps and Consequences'

Behaviours	Ladder Steps	Consequences
Low level off task behaviours – Talking to a friend during an input, Not being on task and at risk of not completing work, running in a corridor, not lining up correctly	**Step 1** – First reminder	This reminder could be spoken, a look or a referral to the ladder. The expected behaviour should be reinforced at this point – What do you want to see? Who is doing it? People following the expected/reminded behaviour should be recognised "Thank you for walking properly, for sitting quietly, showing me that you are listening" etc
Continuation of low level off task behaviours – Non response to the initial reminder given above – ignoring given reminder or repeat of behaviours within a short period of the first reminder.	**Step 2** – Second reminder using the ladder stages – Use of reminder cards	This reminder needs to be given with a clear link to the next step of consequences – This is a 'last chance' to rectify behaviour without some time impacting consequence.
Continual low level behaviours – 2 reminders and use of cards have not rectified the behaviour	**Step 3**– Self-regulation strategies – to include 'Time-In with Teacher' Notes made on Behaviour Log	**This is a time and reporting based consequence** – A discussion will be held with the child regarding the behaviours exhibited and what will need to happen in subsequent sessions. Further independent reflection time may be given at this point with a follow up check- in prior to the start of the next session. [Example – Start of break time discussion with Class Teacher, student has reflection time during break, Check-in prior to the start of the next session]
Repeat of low level off task behaviours after step 3 and on the same day **The beginnings of higher level behaviours at this point** – Shouting at other children/ adults in class. Deliberate misuse of equipment. Use of expletives. Leaving the classroom.	**Step 4**– Supported reflection – to include SLT support if needed – Notes made on Behaviour Log. Parents involved	**This is a time and reporting based consequence – Parents MUST be involved. Advised that SLT are informed and involved if necessary..** Reflection sheets to be completed and copy sent home along with discussion with parents. Time taken to discuss with the child and the implementation of how they are going to act on return to the classroom. Step 5 and beyond [i.e. Exclusion and Behaviour Support Plans] consequences discussed with child and parent at this point.
Persistent and continual low level disruption over a series of days and all other steps followed **Repeated higher level as in Step 4** **High Level behaviours that require further investigation – Fighting, Throwing objects at others, Racist, sexist or violence towards others**	**Step 5**– Behaviour Review with SLT at lunchtime – Restorative conversation and repairing Notes made in Behaviour Log. Parents involved.	**This is a time and reporting based consequence – Parents MUST be involved. SLT MUST be involved.** All actions and consequences as of Step 4. Reparative actions to be implemented and these to be completed in break and lunchtimes. Removal of any current privileges for a specified time. Formalised and recorded meeting with parents with child present. SLT in attendance. Discussion at this point with SLT re the implementation of Behaviour Support Plan/Check In Chart for repeated Step 5 consequences and the possibility of Suspension/Exclusion.

Please note that the behaviours listed are not exhaustive but examples of that 'level' of step and 'consequence'

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. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary (see section 7.5 above for more detail on seclusion and its use).

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

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

Removal can be used to:

- Maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- Enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- Allow the pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by either the Headteacher or Assistant Headteachers.

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

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

Parents/carers 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:

- Use of teaching assistants
- Use of ELSA/THRIVE staff
- Use of Emotional Health and Family Liaison Lead
- 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 the school behaviour log.

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 our exclusions policy for more information.

8. Responding to misbehaviour from children 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). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their

needs and discomfort through their actions. Pupils with SEND may struggle to distinguish real content from AI-generated content or understand the consequences of online interactions.

The school will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

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 by the school on a case-by-case basis.

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan will be secured and the school will co-operate with the local authority and other bodies.

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

We will utilise staff who know individual pupils with SEND well, to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will take into account the specific circumstances and requirements of the child concerned such as:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a child with a visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where children can regulate their emotions during a moment of sensory overload.

8.2 Adapting sanctions for children with SEND

When considering a behavioural sanction for a child with SEND, the school will take into account:

- Whether the child was unable to understand the rule or instruction?
- Whether the child was unable to act differently at the time as a result of their SEND?
- Whether the child 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 child 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 child displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a child 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 child, 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 child with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

9. Supporting children following a sanction

Following a sanction, the school will consider strategies to help a child to understand how to improve their behaviour and meet the expectations of the school which include:

- Use of ELSA support and/or THRIVE staff
- Daily contact with support staff
- Reintegration meeting

10. Transition

10.1 Inducting incoming children

The school will support incoming children 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 children for transition

To ensure a smooth transition to the next year, children 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 children's behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

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

- The needs of the children at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

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

12.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and Full Governing Body 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 Headteacher.

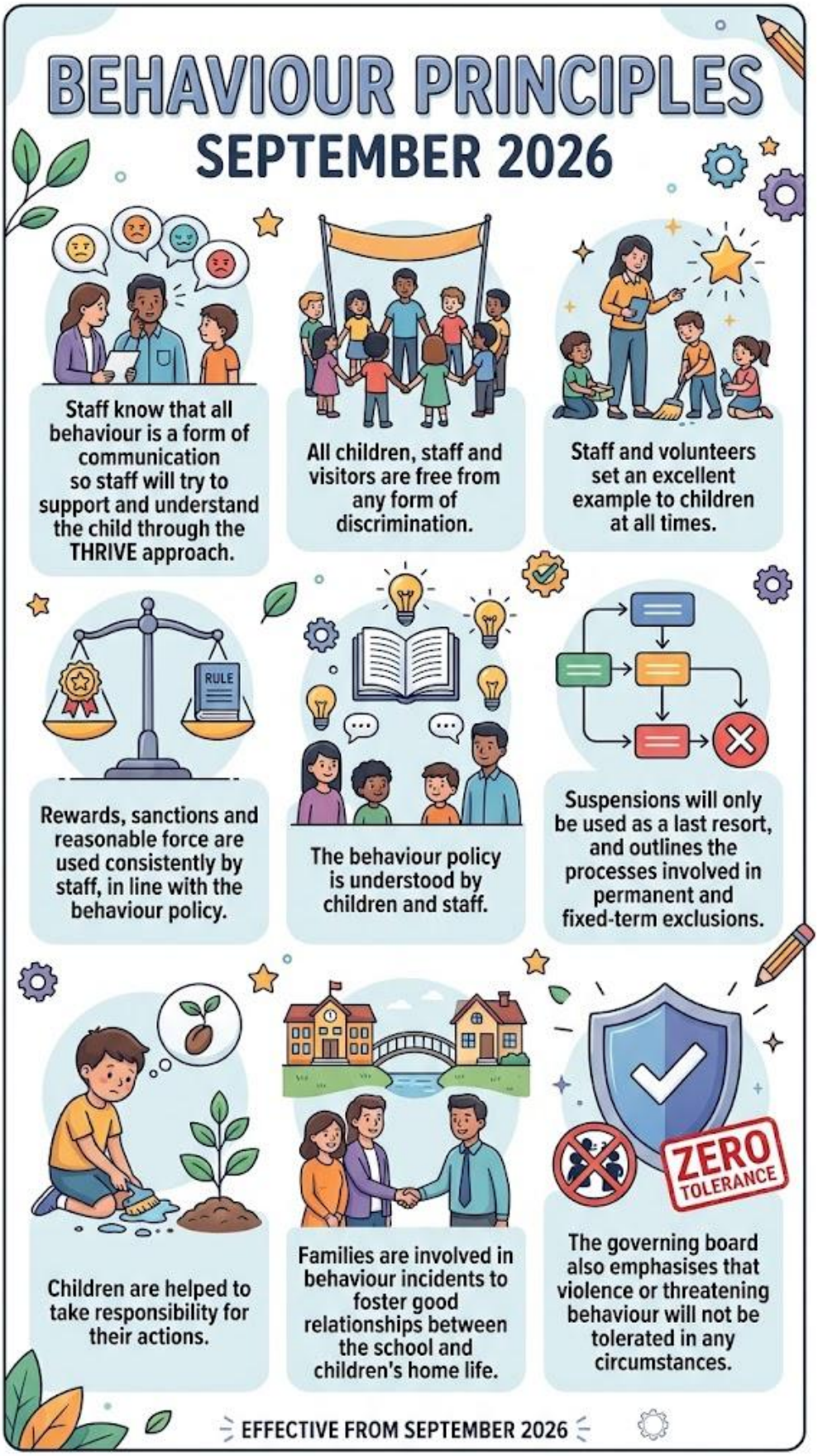
The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing Body annually.

13. Links with other policies

This behaviour policy is linked to the following policies:

Exclusions policy	Child protection and safeguarding policy
Safe Touch policy	Mobile phone policy
Anti-Bullying Policy	

Appendix 1


BEHAVIOUR PRINCIPLES
SEPTEMBER 2026
Staff know that all behaviour is a form of communication so staff will try to support and understand the child through the THRIVE approach.
All children, staff and visitors are free from any form of discrimination.
Staff and volunteers set an excellent example to children at all times.
RULE
Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
The behaviour policy is understood by children and staff.
Suspensions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
Children are helped to take responsibility for their actions.
Families are involved in behaviour incidents to foster good relationships between the school and children's home life.
ZERO TOLERANCE
The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.
EFFECTIVE FROM SEPTEMBER 2026

Appendix 2

'The Ladder – Behaviours, Steps and Consequences'

Behaviours	Ladder Steps	Consequences
Low level off task behaviours – Talking to a friend during an input, Not being on task and at risk of not completing work, running in a corridor, not lining up correctly	**Step 1** – First reminder	This reminder could be spoken, a look or a referral to the ladder. The expected behaviour should be reinforced at this point – What do you want to see? Who is doing it? People following the expected/reminded behaviour should be recognised "Thank you for walking properly, for sitting quietly, showing me that you are listening" etc
Continuation of low level off task behaviours – Non response to the initial reminder given above – ignoring given reminder or repeat of behaviours within a short period of the first reminder.	**Step 2** – Second reminder using the ladder stages – Use of reminder cards	This reminder needs to be given with a clear link to the next step of consequences – This is a 'last chance' to rectify behaviour without some time impacting consequence.
Continual low level behaviours – 2 reminders and use of cards have not rectified the behaviour	**Step 3**– Self-regulation strategies – to include 'Time-In with Teacher' Notes made on Behaviour Log	**This is a time and reporting based consequence** – A discussion will be held with the child regarding the behaviours exhibited and what will need to happen in subsequent sessions. Further independent reflection time may be given at this point with a follow up check- in prior to the start of the next session. [Example – Start of break time discussion with Class Teacher, student has reflection time during break, Check-in prior to the start of the next session]
Repeat of low level off task behaviours after step 3 and on the same day **The beginnings of higher level behaviours at this point** – Shouting at other children/ adults in class. Deliberate misuse of equipment. Use of expletives. Leaving the classroom.	**Step 4**– Supported reflection – to include SLT support if needed – Notes made on Behaviour Log. Parents involved	**This is a time and reporting based consequence – Parents MUST be involved. Advised that SLT are informed and involved if necessary..** Reflection sheets to be completed and copy sent home along with discussion with parents. Time taken to discuss with the child and the implementation of how they are going to act on return to the classroom. Step 5 and beyond [i.e. Exclusion and Behaviour Support Plans] consequences discussed with child and parent at this point.
Persistent and continual low level disruption over a series of days and all other steps followed **Repeated higher level as in Step 4** **High Level behaviours that require further investigation – Fighting, Throwing objects at others, Racist, sexist or violence towards others**	**Step 5**– Behaviour Review with SLT at lunchtime – Restorative conversation and repairing Notes made in Behaviour Log. Parents involved.	**This is a time and reporting based consequence – Parents MUST be involved. SLT MUST be involved.** All actions and consequences as of Step 4. Reparative actions to be implemented and these to be completed in break and lunchtimes. Removal of any current privileges for a specified time. Formalised and recorded meeting with parents with child present. SLT in attendance. Discussion at this point with SLT re the implementation of Behaviour Support Plan/Check In Chart for repeated Step 5 consequences and the possibility of Suspension/Exclusion.

Please note that the behaviours listed are not exhaustive but examples of that 'level' of step and 'consequence'