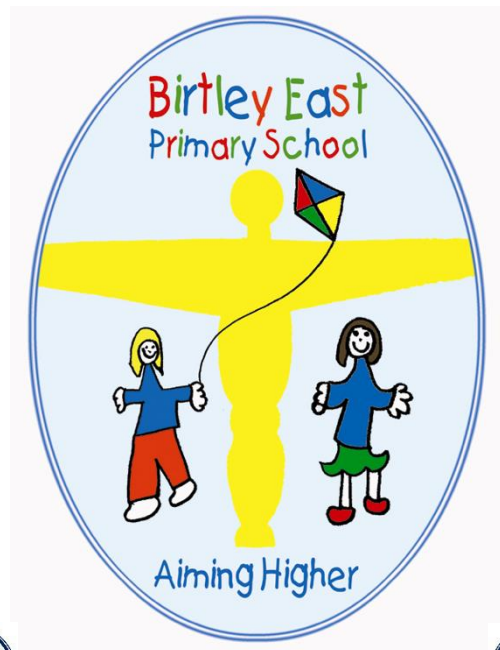


Behaviour policy and statement of behaviour principles

Birtley East Primary School



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| Approved by: | Full Governing Body | Date: 3-7-24 |
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Contents

| | |
|--|------------------------------|
| 1. Aims..... | 2 |
| 2. Legislation, statutory requirements and statutory guidance..... | 2 |
| 3. Definitions..... | 3 |
| 4. Bullying..... | 4 |
| 5. Roles and responsibilities..... | 7 |
| 6. School behaviour curriculum..... | 9 |
| 7. Responding to behaviour..... | 9 |
| 8. Serious sanctions..... | 13 |
| 9. Responding to misbehaviour from pupils with SEND..... | 14 |
| 10. Supporting pupils following a sanction..... | 15 |
| 11. Pupil transition..... | 15 |
| 12. Training..... | 16 |
| 13. Monitoring arrangements..... | 16 |
| 14. Links with other policies..... | 17 |
| Appendix 1: written statement of behaviour principles..... | 18 |
| Appendix 2: staff training log..... | 23 |
| Appendix 3: behaviour log..... | Error! Bookmark not defined. |
| Appendix 4: letters to parents/carers about pupil behaviour - templates..... | Error! Bookmark not defined. |

1. Aims

This policy aims to:

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

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)

- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives 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
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

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 such as 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
 - E-cigarettes or vapes
 - Fireworks

- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |

In this school we believe bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive pupils can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes; insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the school.

Online, or Cyber, Bullying

Cyber – All areas of Internet(e-mail, chat rooms, mobile phones, text messaging) misuse of associated technology; camera, video facilities. We recognise that bullying can take place online as well as in our school. Children are educated about keeping themselves safe online through our Wellbeing and Involvement Curriculum. Most incidents of online bullying are dealt with in line with the policy here, however specific support and guidance can be found by following the links below:

[Keep Children Safe Online: Information, Advice, Support – Internet Matters](#)
[Keeping children safe online | NSPCC](#)
<http://www.childnet.com/teachers-and-professionals>
<https://www.thinkuknow.co.uk/Teachers/Portal/>

Signs of Bullying

- Deterioration in work
- Fluctuation in mood
- Temper flare ups, abusive language and impulsive hitting out
- Nervous habits, jumpiness
- Poor attendance/lateness

The bullied child may:

- Be late for school or hang back at breaks or the end of the school day
- Want to change normal routines for travelling to or from school
- Start asking for extra money
- Try to avoid school, claiming spurious illness
- Withdraw from school activities and desire to remain close to adults
- 'Mislay' books, equipment and belongings
- Have clothes or belongings inexplicably damaged
- Suffer from unexplained bruises and cuts
- Be afraid to use the internet or mobile phone

Strategies of Dealing with Bullying

Proactive Strategies – day to day strategies to discourage bullying

- Modelling positive behaviour for pupils by all adults.
- Listen carefully and support pupils, parents and staff.
- Monitor pupil behaviour closely in and around school.
- Recognise behaviour change and early signs of distress, (e.g. bedwetting, lateness, deterioration of work, spurious illness, isolation, desire to remain with adults, increased anxiety or fear), as an indicator of bullying.
- Organise initiatives (e.g. peer mentors, peer councillors, peer mediation, friendship circle, buddy system, lunchtime clubs)
- Curriculum approaches, promoting understanding of bullying issues through drama, art, PSHE, RE, assemblies and pastoral group work.
- Draw on expertise and experience of outside agencies and other schools.

Reactive Strategies – once an incident has come to light we will:

- Listen to the child.
- Take the incident or report seriously and investigate carefully.
- Decide whether you should deal with the incident or whether it should be referred to another authority.
- Log incidents of behaviour as quickly as possible and maintain detailed records within our CPOMs system.
- Reassure the victim(s) and offer concrete help, advice and support.

- Once clear evidence of bullying is established, actions will be taken to ensure there is no recurrence. These include:
 - Individual interview / counselling for both parties by teaching staff or senior management.
 - Ensure the bully is aware of the victim's point of view and the schools tolerance of such actions.
 - Increased monitoring of both vulnerable parties.
 - Inform the Head Teacher and other appropriate people of the situations and actions taken.
 - Provide alternative facilities for unstructured times (e.g. increased responsibility, access to support group.)
 - Use rewards / sanctions as defined in the behaviour policy.
 - Increase home-school liaison.
 - Opportunities for reparation.
 - Involve outside agencies.

Further Guidance: Action To Be Taken When Bullying Is Suspected

If bullying is suspected we talk to the suspected victim, the suspected bully and any witnesses. If any degree of bullying is identified, the following action will be taken:

Help, support and counselling will be given as appropriate to both the victims and the bullies:

We support the **victims** in the following ways:

- Check for any physical injury.
- Wait for the victim to calm down before trying to find out what has happened and take time to listen carefully and establish facts.
- Let the victim know that a determined effort will be made to stop the bullying, that it is totally unacceptable and will not be tolerated.
- Focus on the behaviour, not the individual.
- Look for ways to restore lost confidence.
- Discuss solutions with the victim and bully.
- Try to increase the victim's self-esteem, confidence and sensitive treatment by others.
- By offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
- Informing the victim's parents/guardians.
- By offering continuing support when they feel they need it.
- By taking one or more of the disciplinary steps described below to prevent more bullying.

We also discipline, yet try to help the **child who bullies** in the following ways:

- Stop the incident and if possible remove those involved from immediate vicinity of other children.
- Make it clear that the behaviour is absolutely unacceptable to everyone, staff, parents and children. **It is the behaviour which is unacceptable not the child.**
- Wait for the child to calm down and then try to find out exactly what happened and why.
- Outline the sanctions that will be taken.
- Try to find out why the child finds it necessary to behave like this and how and why this behaviour needs to be changed. Offer support for this change.
- Make sure everyone, children and staff understand the situation so that action will take place immediately and in the agreed manner should there be a further incident.
- The child's confidence, self-esteem and friendship skills should be increased through classroom activities.
- By talking about what happened, to discover why they become involved.

- Informing the child's parents/guardians.
- By continuing to work with the child in order to get rid of prejudiced attitudes as far as possible.
- By taking one or more of the disciplinary steps described below to prevent more bullying.

Disciplinary Steps

1. They will be warned officially to stop offending.
2. Informing the child's parents/guardians.
3. Loss of play/break times for an appropriate period (depending on age and developmental needs of the child).
4. Other sanctions in line with this school behaviour policy.

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 pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log (held within CPOMs) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour

- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly within CPOMs.
- Challenging pupils 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, while 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

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

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

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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

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

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

6. School behaviour curriculum

Children at Birtley East Primary are explicitly taught to behave and respect the rights of others primarily through the Rights Respecting and Jigsaw PHSE curriculums. These frameworks help children to understand their own roles and responsibilities and to develop self control. The wider curriculum promotes good behaviour and attitudes through the inclusion of teaching about the world in a relevant and respectful way and through the modelling and reinforcement of positive behaviour and attitudes by staff and older pupils. Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

Our rules are summarised and taught to children using the phrase be 'ready, respectful, safe' underpinned by the images below:



6.1 Mobile phones

Outline your approach to pupils bringing their mobile phones into school here. When detailing your approach, consider whether:

- Pupils are allowed to have mobile phones with them on-site on the way to and from school.
- There are lockers in the KS2 corridor (staff are key holders) where phones should be stored during the school day.
- Any liability, in case of loss or damage, lies with the pupil and their parents. School staff take no responsibility for the safety and security of mobiles phones brought onto school premises, they are locked away during the day to prevent distraction and inappropriate use.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

Strategies for encouraging good behaviour and attendance include:-

- Maintaining a calm, efficient and organised school environment.
- Explicit PHSE/SMSC teaching in all classes and through assemblies including the development and display of a 'class charter'.
- Cloakroom areas and lockers organised and kept tidy with space allocated for coat, PE bags, lunch boxes and lost property.
- Classrooms organised to allow pupils to access and look after equipment in a responsible manner.
- Pupils' work mounted and displayed to a high standard illustrating that the work of the individual or group is valued.
- Good behaviour being demonstrated by all the adults in school towards each other.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
- Mutual respect.
- Reinforcing positive behaviour and attendance with praise and rewards detailed below.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and 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
- House points and stickers (specific sticker charts/other reward strategies could be put in place for children particular SEND)
- Certificates, principally in Sparkler Assembly
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project

7.4 Responding to misbehaviour

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

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

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. Staff should refer to the guidance within appendix 3 regarding tone, use of scripts and ways to respond to challenging behaviours.

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

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- 'Thinking time' in class, time in line with age. A reasonable guide is minutes = child's age in years, or staff can use their professional judgement and knowledge of the child.
- Setting of written tasks such as an account of their behaviour (KS2)
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime in order to complete work missed/have thinking time
- Referring the pupil to a senior member of staff which may include the removal of the pupil from the classroom for an appropriate period. Any pupils removed from class will be given work to complete so that learning time is not lost.
- Letter or phone call home to parents/carers
- Any incidents of fighting/negative behaviour at lunchtime or breaktime will result in the child/children missing at least the following day's break or lunchtime (number of days at the discretion of class teacher/SLT; member of staff applying the sanction to take responsibility for supervision)
- Suspension
- Permanent exclusion, in the most serious of circumstances

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

7.5 Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded (on CPOMs) and reported to parents/carers (see Positive Handling Policy for reporting information)

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. Further information is within our separate policy on the use of Positive Handling which is particularly applicable where children need regular physical intervention.

7.6 Confiscation, screening and searching

Searching, screening and confiscation are areas we do not anticipate being part of routine practice in our school. However, situations may arise where this is necessary to protect the safety and welfare of pupils and staff. Therefore, appendix 2 contains detailed information about the procedure and safeguards that would be put in place in the unlikely event that this is necessary.

7.7 Off-site misbehaviour

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

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

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

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

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

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher/deputy headteacher will make the report.

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

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

7.11 Malicious allegations

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

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

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

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

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

8. Serious sanctions

8.1 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, this must be in consultation with a member of SLT.

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

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

Removal can be used to:

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

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

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

Parents/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, this will be devised on a case by case basis in consultation with our SENCo.

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 in the CPOMs log.

8.2 Suspension and permanent exclusion

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.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid 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 must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Appendix 4 contains a Behaviour Plan which would be completed in these circumstances.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

When incidents of misbehaviour occur, the class teacher will consider the most appropriate strategy to deal with it. Examples include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

- Adjusting seating plans
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding conditions
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Spending time in another classroom
- Involving SLT to monitor behaviour with a behaviour support plan (see appendix)

9.2 Adapting sanctions for pupils with SEND

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

- Was the pupil unable to understand the rule or instruction?
- Does the child have a particular sensory or processing difficulty contributing to their behaviour?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

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

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

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a significant sanction, such as suspension or removal from class, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

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

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

12. Training

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

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

Some staff receive enhanced training on:

- The proper use of restraint/positive handling

Behaviour management will also form part of continuing professional development. Appendix 3 contains the training slides which underpin the implementation of this policy. Staff were all trained in February 2024, new staff receive this policy and access to this training as part of their induction.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed every term by SLT members.

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

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

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

13.2 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.

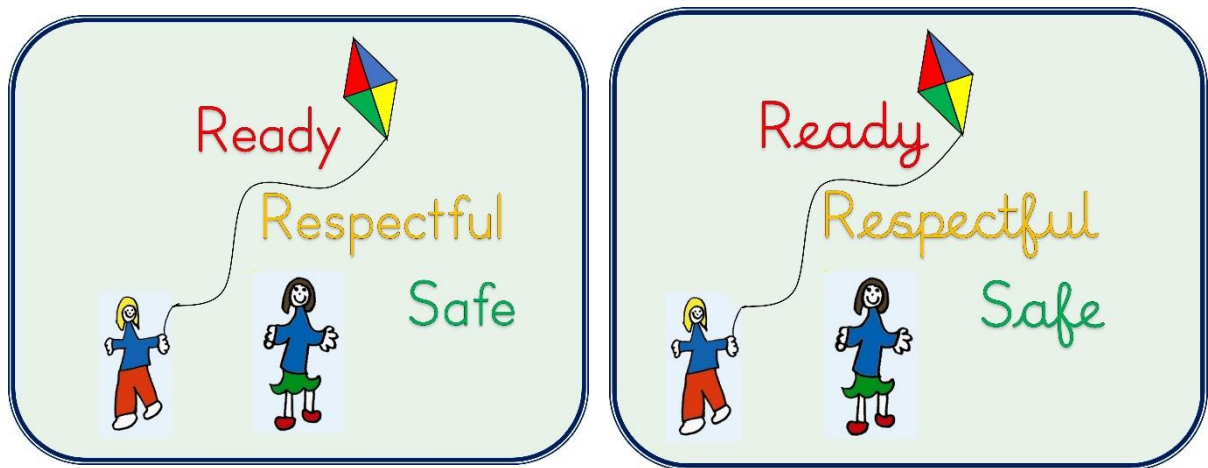
14. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Positive handling policy

Appendix I: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life
- Our school rules are summarised in these images which are used throughout school practice to underpin our expectations:



The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by the full governing body annually.

Appendix 2: Confiscation, screening and searching

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 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 is 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.

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the headteacher/Deputy 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 pupils' possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

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

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

Support after a search

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

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

Strip searches

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

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

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

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, 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 information about the role of the appropriate adult).

The pupil's parents/carers 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 pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

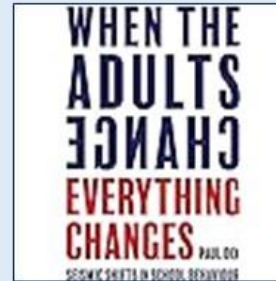
Appendix 3: staff training log

[illegible]



Behaviour Policy Review

- 🏠 Paul Dix: When the adults change, everything changes
- 🏠 Visible Consistency



'Let's stop waiting for the magic behaviour solution. It isn't coming. The answer lies in the ability of adults to deliver behaviour policy and practice that is simple, effective and utterly consistent.'

Paul Dix





Behaviour Policy Review

- 🏠 Setting the scene: Pooky Knightsmith; Relational Practice: KEYNOTE: Relational Practice
Whole Staff INSET - Dr Pooky Knightsmith





Over and Above:

How do we recognise the children who do their very best to make Birtley East a better place?

- 🏠 First attention for best conduct
- 🏠 Praise
- 🏠 HT Awards/Sparklers
- 🏠 House Points
- 🏠 Anything else?





Visible Consistency: As adults in school, what do we consistently expect from children at Birtley East?

🏠 What are the things we could make better if we were all consistent in what we expected?





3 Visible Consistencies

🏠 Simple

🏠 Something all adults in school agree to do

1.

2.

3.





When things get tricky...

Consequence

There are options here and you need to choose the most appropriate response to the child in front of you at that moment.

Verbal Caution 'Think carefully about your next step'

30 second scripted intervention

Seeing you for two minutes at break or lunchtime

Time out to calm down (this could be in a safe space in class, at the side of the field, a walk down corridor and back)

Support from SLT

Reminder

A reminder of the rules/routine. Delivered privately wherever possible. Repeat reminders if that is reasonable. Take the initiative to keep things at this stage. **What do you do in your class to keep a child on the right track?**

Repair

What happened? What were you thinking at the time?

How did this make people feel? What should we do to put things right?

How can we do things differently next time?





Scripting

- There are no magic words that will make a child suddenly behave impeccably. But there are better words, a better tone, a better physical approach.
- The idea is simple but the performance takes practice so start easy! It is a predictable and safe way to send a clear message to the child that says:
- You own your behaviour. Your poor behaviour does not deserve my time. You are better than the behaviour you are showing today and I can prove it!)





Get In, Deliver the Script, Get Out!

- 🏠 Drop to the child's level
- 🏠 Deliver the script as privately as possible
- 🏠 Use a calm and level tone
- 🏠 You don't need eye contact
- 🏠 Don't be drawn into a conversation of any kind ('Be that as it may')
- 🏠 Walk away and get back to teaching the class. Do not turn back. Allow 'take up time'.





The 30 Second Script

- 🏠 I've noticed you are...
- 🏠 It was the rule about ...that you broke
- 🏠 You have chosen to...
- 🏠 Do you remember last...when you...
- 🏠 That is who I need to see today.
- 🏠 Thank you for listening.





What do you need to have done before you deliver the script?

When to say it?

- 🏠 When you have tried other ways of getting the child to engage
- 🏠 When you have given a reasonable number of reminders





‘Watch out for using a script in isolation. I have seen too many teachers launch into scripts without addressing their own behaviour, before establishing clear routines and before they have built any emotional currency with the learners. Using a script is not a magic bullet but part of a whole approach. It is a strategy built on culture and climate, not a power tool.’

Paul Dix





Next steps...

- 🏠 Look at the draft Behaviour Policy, feedback to SLT by 4th March
- 🏠 Reflect on learning from today and put what we've learnt and agreed into practice - be brave and keep going if you are changing habits or using new language (verbal and body language)
- 🏠 Governors, children and parents will be consulted,
- 🏠 A final version of our policy will be produced taking on board all stakeholder feedback.



Appendix 4: Behaviour Plan



Birtley East Community Primary School

Behaviour Support Plan

| | | | | | |
|--|--|---|--|-------------|--|
| Name: | | Class | | Year Group: | |
| Date plan starts: | | Medical conditions/needs: | | | |
| Date of next review: | | Staff working with the pupil: | | | |
| Challenging behaviour | | Targets | | | |
| | | | | | |
| Reasons for the behaviour | | Any special educational needs (SEN) that may affect behaviour | | | |
| | | | | | |
| Strategies for maintaining positive behaviour | | Triggers and warning signs | | | |
| | | | | | |
| Support after an incident | | | | | |
| Skills and Talents | | Achievements | | | |
| | | | | | |
| Likes | | Dislikes | | | |
| | | | | | |
| Agreement: Parent/carer name: Parent/carer signature: Date: | | Staff name: Staff signature: Date: | | | |
| Behaviour plan evaluation and next steps: | | | | | |
| | | | | | |



Aiming Higher, Achievement for All