

BEHAVIOUR MANAGEMENT POLICY

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1.0 INTRODUCTION

At BPA, we view the behaviour and conduct of pupils as a sign of a trusting, compassionate and ethical relationship between BPA pupils, staff and parents. In this respect, the behaviour of everybody in the school, staff and pupils alike, is viewed as significant.

We aim to make all behaviour dialogues respectful, compassionate and firm, acknowledging that behaviour is determined by cognitive as well emotional factors. We have a 'no shouting' policy with our staff, but this does not mean that on occasion teachers will not have to project their voices, particularly when health and safety or well-being issues are at stake.

In the Ofsted framework, judgments are made on pupils 'Behaviour and attitudes' with a separate judgement for Personal development. At BPA, we recognise how these three work very much hand in hand. Without supporting pupils personal development and attitudes to learning and the wider society, behaviour can be a challenge. Our aim through our behaviour policy is to support the 'whole child'.

As a school, we are very proud to be a UNICEF Rights Respecting School. We place the articles of the UN Convention for Children's Rights at the core of our ethos, culture and curriculum.

The articles that are central to this policy include:

Article 3 – 'Adults must do what is best for me'

Article 23 – 'I have the right to help if I have been hurt'

2.0 GOVERNMENT GUIDELINES (BEHAVIOUR AND DISCIPLINE IN SCHOOLS: ADVICE FOR HEADTEACHERS AND SCHOOL STAFF 2016)

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose a sanction on that pupil. A sanction must be proportionate; the consequence must be reasonable in all circumstances and the pupil's age, any special educational needs or disability that they may have, and any religious requirements affecting them must be taken into account.

Teachers have a statutory power to enforce sanctions in regards to pupils' misbehaving outside of the school premises. The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying, which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the disciplinary actions that will be imposed on pupils.

The general responsibility to discipline enables a staff member to confiscate, retain or dispose of a pupil's property as a consequence and protects them from liability for damage to, or loss of, any confiscated items.

The legal provisions on school discipline also provide members of staff with the authority to use safe handling in order to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.



2.0 AIMS OF THE POLICY

- To encourage a calm, purposeful and happy atmosphere within the school.
- To celebrate pupils achievements and positive behaviours.
- To foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged & valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To work with parents to support good behaviour in school.
- To make boundaries of acceptable behaviour clear and to ensure safety.
- To raise awareness about appropriate behaviour.
- For pupils, staff and parents to share a sense of common purpose in relation to maintaining good behaviour.

3.0 CHILDREN'S RESPONSIBILITIES

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To follow the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

4.0 STAFF RESPONSIBILITIES

- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- To recognise that each child is an individual, and to be aware of any of their additional needs.
- To offer a framework for social education.

5.0 PARENTAL RESPONSIBILITIES

- To make time to talk to and share with their children.
- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.
- To be prepared to resolve difficulties and concerns in a courteous manner.



6.0 BEHAVIOUR DEFINED

6.1 Expected behaviour is defined as:

- 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.

6.2 Unexpected behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Negative or dismissive attitudes towards learning or staff
- Bullying or unkind behaviour

Bullying is defined as the repetitive, intentional harming of one person or a 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 and difficult to defend against.

6.3 Serious unexpected behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Any type of physical violence, including intentional sexual touching without consent
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, jokes or taunting, and online sexual harassment.
- Vandalism
- Theft
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Vapes
 - Tobacco and cigarette papers
 - Fireworks
 - Inappropriate 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).



7.0 WHAT WE DO TO ENCOURAGE GOOD BEHAVIOUR

- We make clear our expectations of good behaviour and reward all children who behave well with house points and class rewards on a daily basis.
- We have a school behaviour system which encourages positive behaviours.
- We discourage unsociable behaviours by promoting mutual respect and having a clear line of sanctions both in the classroom and in the playground.
- We encourage children to take responsibility for their own actions and behaviour. We do this by rewarding truthfulness and apologies when necessary.
- We set thorough examples of expected standards of behaviour, which are modelled by staff, monitors and members of the School Communication team as well as our Anti-bullying Ambassadors.
- We praise good behaviour both privately and publicly.
- We value qualities such as truth, kindness, courage and caring very highly in the school.

7.1 Positive Recognition for Expected Behaviour:

There are a range of strategies class teachers can use to reward positive behaviour. They include:

- Praise – verbal, smile, thumbs-up gesture.
- House points or stickers
- Reward time on a Friday
- Head teachers or values award
- HT prize box
- Pupil of the week
- Pupils of the term
- Invite to a special positive behaviour event.

8.0 WHAT WE DO IF YOUR CHILD MISBEHAVES

- We ask them to stop misbehaving and move them to the appropriate section on our behaviour ladder system.
- Where necessary we discuss incidents with the children involved and if necessary start the three chance system.
- We have a reward and sanctions ladder in the classroom which allows teachers to identify pupils who are misbehaving and give them several opportunities to modify their behaviour.
- Where possible, we encourage children to try to resolve disagreements themselves by appealing to their empathetic skills and giving time for them to sort it out.
- We encourage children to take responsibility for their own behaviour and to feel corporate identity through the use of the School Communication Team, assemblies, PSHE and the Anti-Bullying Ambassadors.

8.1 Consequences for Unexpected Behaviour:

- Verbal warning
- Move to another class space in the classroom
- Move to work in another class
- 5 minutes away from play time
- Sent to time out with a senior teacher– Inform parent after 3rd visit
- Inform a senior leader
- Inform Head teacher and loss of privileges
- In-school suspension or exclusion
- External suspension or exclusion

Headteacher: Caroline Crosdale

9.0 BULLYING

Bullying is not tolerated and is dealt with according to the School's Anti-Bullying Policy and the Suspension and Exclusion policy. Freedom from bullying is one of the main areas which would be under scrutiny by Ofsted. Racist or serious behavioural incidents are logged and reported to the governing body each term.

10.0 SEXUAL HARASSMENT AND SEXUAL VIOLENCE

Many expressions of sexual behaviour are a part of healthy development and no cause for concern. Professionals are aware that it can be difficult to distinguish between sexual behaviours that are potentially harmful and those which represent healthy sexual development. Recognising healthy sexual behaviour in children and young people, helps to protect children and young people from harm or abuse. The NSPCC harmful sexual behaviour framework (pg12) gives an idea of types of behaviour on a continuum from normal healthy and appropriate developmental behaviour to violent and harmful behaviours.

The academy is clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. Staff will not tolerate or dismiss sexual violence or sexual harassment as "banter or, "part of growing up" and will challenge behaviours.

11.0 INCIDENTS OF RACIAL OR HOMOPHOBIC LANGUAGE AND BEHAVIOUR

Racist and homophobic harassment will not be tolerated. The academy promotes and celebrates diversity. Staff members who witness an incident must inform the Head teacher or SLT immediately. This behaviour is never considered 'banter' and must always be reported. The school records and reports on all racial or homophobic incidents on CPOMS.

12.0 INCIDENTS OF PHYSICAL BEHAVIOUR TOWARDS ANOTHER PERSON

We expect both children and adults to treat each other with respect. Where an incident becomes physical, the senior leadership team will immediately become involved and will inform the parents.

13.0 REPETITIVE CHALLENGING BEHAVIOUR

A Challenging Behavior Risk Assessment will be undertaken for any pupil that shows repetitive breaches of the Behaviour Policy which disrupts lessons or causes harm to others or property.

The risk assessment will be shared with parents and staff involved with the pupil.

14.0 OFF-SITE BEHAVIOUR

Sanctions may be applied where a pupil has not behaved appropriately 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 behaviour:

- 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).



15.0 ONLINE BEHAVIOUR

The school can issue behaviour sanctions to pupils for online behaviour 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

16.0 SYSTEMS USED TO SUPPORT POSITIVE CHOICES

All classes are expected to display the school's values and ready to learn ladders. This ladder can follow the class group, to ensure continuity and consistency, such as on carousel mornings or afternoons.

Each pupil has a label his/her name on and the teacher or TA will move the label up and down the ladder to enable each child to check how he/she is doing and to take responsibility for his/her own behaviour.

17.0 TYPES OF INCIDENTS THAT SHOULD BE NOTED ON CPOMS

- Disobeying reasonable requests/instructions from support staff.
- Rudeness, talking back disrespectfully or insolence.
- Swearing at children or adults.
- Play fighting: hitting, punching, and kicking.
- Damaging School/other people's property.
- Spitting.
- Serious name calling.
- Repeated and deliberate annoyance of other children e.g. taking balls, spoiling games.

18.0 MONITORING PUPIL BEHAVIOUR

- Logged onto CPOMS and assigned to Safeguarding Leads.
- TAs to inform class teachers or leadership of any significant behavioural concerns and where applicable record the concern in writing.
- Home school liaison book or file for relevant children.
- Behaviour reflection sheets in regards to pupil on pupil incidents.
- Weekly whole staff meeting.
- Regular discussion point in Senior Leadership Meetings.
- Regular discussions with CT and HT, decisions noted.

NB. Each incident should be logged on CPOMS and assigned to the relevant staff member.

It is very important that all incidents are recorded (both in the classroom and playground) and that the pupils involved fill out 'Behaviour reflection' sheets. Where necessary, a senior member of staff will conduct an investigation into an incident by speaking with pupils and staff, reviewing 'Behaviour reflection' sheets and gathering evidence from a range of sources. Investigations into disruptive or aggressive behaviour should be carried out as close to the incident as possible, thus giving all pupils an opportunity to say what happened and the reassurance that incidents are dealt with in an evidential manner.

19.0 INVESTIGATIONS INTO SERIOUS WRONGDOING IS IMPORTANT

Parents must be mindful that that all conclusions of investigations are based on evidence gathered from pupils and school staff, and not on conjecture. Children have a very strong sense of justice and it is essential that this quest for truth and justice be reflected in the investigative procedures of the school.

20.0 SUSPENSION & EXCLUSION

Suspensions and Exclusions are used as a last resort but if required procedure will follow our BPA Suspension and Exclusions Policy. Suspensions and Exclusions are reported to the local authority when they occur.

21.0 SUPPORTING GUIDELINES FOR TEACHERS

21.1 Pupils do not misbehave if they are on-task, and they tend to stay on task when teachers and staff:

- Provide a challenging, well-paced, fun curriculum.
- Ensure that pupils understand what is expected of them in terms of achievement.
- Ensure the curriculum is balanced and that pupils engage in sports, arts, humanities, RE, and Computing as well as core subjects.
- Ensure that tasks are meaningful.
- Ensure the level of challenge is appropriate and well scaffolded for pupils who need support.
- Ensure that pupils have a clear sense of short term and long-term goals and receive positive feedback leading to a growing sense of confidence.
- Ensure pupils' high self-esteem through being valued and the development of a growing sense of competence.
- Ensure that the teacher-pupil contact rate is adequate.
- Ensure pupils feel safe and secure, both physically and emotionally.
- Give attention to 'pupil voice'.

21.2 Positive Approaches

- Aim to ensure that all pupils experience success.
- That standards and expectations are communicated through the relationships and unwritten and unspoken rules and expectations that exist in a school.
- We praise children who display school values (Resilience, Responsibility, Respect, Learning, Creativity and Kindness).

21.3 Strategies for Positive Encouragement

- Showing others a pupil's good work.
- Sharing assemblies.
- Celebration assemblies.
- House points and individual rewards.
- Feedback to parents in the form of a half termly report.

21.4 How we encourage good behaviour

- Emphasis on encouragement and motivating pupils.
- Pupil of the Week
- School ping for parents (see appendix)
- Values and Headteacher's award.
- Regular positive feedback.
- Descriptive praise.
- Give attention for success, not failure, e.g. "Catch them doing good"
- Appropriate and meaningful work.
- Building good relationships with pupils.



Headteacher: Caroline Crosdale

21.5 Promote and expect respect to be shown to all individuals by:

- Including their culture and background.
- Modelling desired behaviour.
- Listening to children and communicating that you have heard what they have said.
- Ensuring children have access to Circle Time in order to express their feelings.
- Creating physical/emotional safety.
- Clear, equitable and consistent use of rules and sanctions.

21.6 Recognise the importance of self-esteem by:

- Communicating a sense of importance.
- Ensuring pupils experience and have a sense of their own success.
- Maximising opportunities for pupils to take responsibility for themselves in their behaviour by, for instance, providing choices wherever possible.
- Ensuring that 'feelings' are part of both the overt and hidden curriculum.
- Giving pupils access to the zones of regulation to support their emotional wellbeing.
- Recognising that positive feelings about one's self are crucial for the pupil's sense of well being

22.0 HOW BPA SUPPORTS PUPILS WITH BEHAVIOURAL, SOCIAL AND EMOTIONAL DIFFICULTIES

Visitors to BPA invariably observe and comment on the high standards of behaviour exhibited by our pupils. They observe our pupils to be very polite and eager to engage in discussions and talk.

It is important that pupils' behavior is linked to their own personal development and their emotional presentation.

23.0 ZONES OF REGULATION

Zones of regulation have been introduced to BPA for all pupils but particularly those who are experiencing emotional disruption. BPA recognise that pupils need to be in the right emotional state to be able to access learning and school life.

Zones of regulation are used and identified school wide. At BPA we believe that a positive and healthy mindset is the utmost important part of education, we have a keen focus on teaching and supporting strategies for self-regulation.

In each classroom, these zones are displayed, and children are invited to participate in self-identifying their emotions. Our aim for each child is to understand how each emotion feels and know the strategies and methods to take to help themselves. This deeper knowledge of emotional regulation is the founding step towards a more effective and meaningful education, where children are able to access learning with limited external stresses.

Through the use of 'The Haven', Brentside pupils have access to a stress-free, judgement free and safe space where sensory needs and emotional needs are met. We use elements from Nurture Rooms to inspire our usage of this space, and pride ourselves on the further inclusivity this brings to our greater school environment. All children are celebrated and able to be themselves, where no worry is too small to share. Mental health of our students is second to none, and this space helps us to foster this value.

There are certain groups of children who, whilst being under the jurisdiction of the Behaviour Policy, are vulnerable and more likely to display challenging or dysfunctional behaviour. These pupils may be suffering from mental health issues or displaying reactionary behaviour towards trauma or disruptions within their family. Many of these pupils would eventually be placed on BPA's SEN register.

Unusually, pupils, despite parents seeking support from their GP, are often not able to source emotional and behavioural support within the community. However, for a number of years now BPA has commissioned the services of a Play Therapist for children exhibiting troubled behaviour. We view this, along with BPA's strong behaviour codes enacted within the school, as an effective means of de-escalating behavioural crisis. We also have a staff member trained as an ELSA who is regularly available to support the emotional wellbeing of pupils. Some pupils also work with the pastoral lead to support their social interactions and behavior.



24.0 SAFEGUARDING

The school recognises that changes in behaviour may be an indicator that a pupil needs 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.

25.0 RECOGNISING THE IMPACT OF SEND ON BEHAVIOUR

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must 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.

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

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Training for staff in understanding conditions such as autism.
- Use of separation spaces (calm areas and wellbeing room) where pupils can regulate their emotions during a moment of sensory overload.

25.1 Adapting sanctions for pupils with send

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

- Whether the pupil was unable to understand the rule or instruction.
- Whether the pupil was unable to act differently at the time as a result of their SEND.

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.

25.2 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.

Headteacher: Caroline Crosdale

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

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

The provisions set out in the EHC plan must be secured and 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

26.0 PUPIL TRANSITION/ 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.

26.1 Preparing outgoing pupils for transition

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

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

27.0 MOBILE PHONES

We recognise that some older children in Year 6 may be given permission by their parents to use a mobile phone on their journey to and from school.

When they arrive at school, children MUST switch off their phone and hand it in to a member of staff in the office, who will lock it away, they will then collect this on their way out.

Where a child uses their phone without permission or fails to hand it in to a member of staff, it will be confiscated and returned to the parent.

The school does not accept responsibility for damaged or lost phones.

28.0 USE OF REASONABLE FORCE

All members of staff have a legal power to use reasonable force when necessary.

The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. When reasonable force is used, it should be 'reasonable in the circumstances,' meaning no more force than is needed is used. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Reasonable force covers a range of interventions that involve physical contact with pupils. Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

BRENTSIDE PRIMARY ACADEMY

Putting Children First

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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.

Incidents of reasonable force **must never** be used as a form of punishment.

Staff will attempt to use other responses appropriate to the situation to achieve the desired outcome, such as redirection, space or a changing the member of staff responding.

All incidents of reasonable force will be recorded and reported to parents.

29.0 CONFISCATION

Any prohibited items found in a pupil's possession 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, if appropriate.

List of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Inappropriate images
- Vapes

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).

30.0 POWER TO SEARCH

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

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

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.

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.

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

Parents will always be informed of any search for a prohibited item, on the above list. A member of staff will tell the parents as soon as is reasonably practicable.

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).



31.0 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 impact behaviour

Behaviour management will also form part of continuing professional development

32.0 MONITORING THIS POLICY

This behaviour policy will be reviewed by the Head teacher and Curriculum Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

APPENDIX

Dear Parents/Guardians,

Behaviour ladders:

As you may be aware, we are currently following a ladder system in school to help promote good outcomes. Children always will begin the day on 'Ready to learn'. Pupils may be moved up or down the ladder based on their behaviour, attitude or academic success.

Below is an example of how children can meet the criteria:

Exceptional

- Producing work that exceeds the pupils' individual standard.
- Pupils are consistently demonstrating ALL school values
- Completing extra-curricular home projects

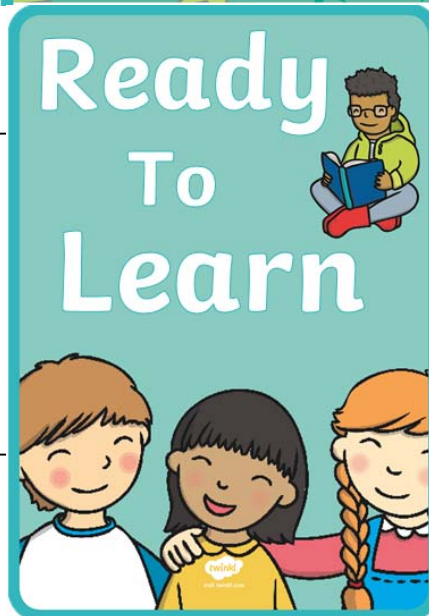


Going the extra mile

- Pupils have challenged themselves.
- Pupils have demonstrated school values.
- Pupils are consistently meeting expectations.
- Pupils have shown great behaviour following our clear shared expectations.

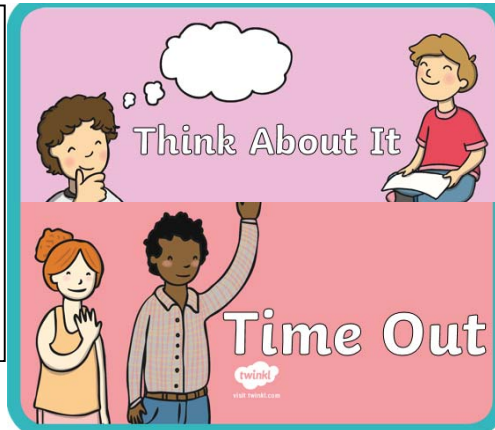
Ready to learn

- Pupils are sitting and following instructions.
- Listening to adult.
- Participating.
- Showing respect towards adults and peers.



Think about it

- Pupils are not meeting clear shared expectations.
- Disruption to the lesson.
- Verbal warning.
- Reminder about choices.



Time out

- Continued disruptive behaviour.
- Refusal to listen to adult.
- Fighting.
- Used inappropriate language.

At the end of the timeout letter:

Unfortunately, your child _____ has managed to reach 'Time Out'. Please have a conversation with your child to remind them of our school values.

At the end of the exceptional letter:

Your child _____ has managed to reach 'Exceptional' this week! We would like to congratulate you and your child on achieving this great success!



POSITIVE RECOGNITION



VERBAL PRAISE

HOUSE POINTS AND STICKERS

REWARD TIME ON A FRIDAY

HEAD TEACHERS OR VALUES AWARD

HEAD TEACHERS PRIZE BOX AND RAFFLE

PUPIL OF THE WEEK

PUPIL OF THE TERM

INVITE TO A SPECIAL POSITIVE BEHAVIOUR EVENT



CONSEQUENCES



VERBAL WARNING

MOVE TO ANOTHER SPACE IN THE CLASSROOM

MOVE TO ANOTHER CLASSROOM TO WORK

MISS 5 MINUTES OFF PLAYTIME

SENT TO TIME OUT ROOM—INFORM PARENTS

INFORM SENIOR TEACHER OR LEADER

SPOKEN TO BY HEAD TEACHER AND LOSS OF PRIVILEGES

IN SCHOOL SUSPENSION OR EXCLUSION

OUT OF SCHOOL SUSPENSION OR EXCLUSION