Meadow Farm Community Primary School

Behaviour and Positive Relationship Policy

September 2026

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Statement of intent

Meadow Farm Community Primary school has a relational culture that is rooted in care and respect.

Meadow Farm Community Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour should be demonstrated in all aspects of school life.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme and regularly as updates are added. We expect all adults to model positive behaviour and support the qualities that we promote of unconditional positive regard.

The school is committed to:

Developing high quality practice that allows children to prosper and flourish.

Engaging lessons worth behaving well for.

Developing expertise in relationship practice, post incident learning and personalisation.

Regulate, Relate and repair.

Exploring with sophistication, the reason why a child may be displaying challenging behaviour and develop strategies to address it.

Be curious not furious

Delivering high quality SEND interventions and developing appropriate strategies to support children with SEND.

Listening to pupil voice, which involves pupils in the implementation of the school's policy and associated procedures.

Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment.
Encouraging positive relationships with parents/carers.

We work in partnership with parents and carers to problem solve when appropriate.

Developing positive relationships with our pupils to enable early intervention.

Connection before correction.

Our philosophy

At Meadow Farm Community Primary we believe that the best form of behaviour management is good teaching and we aspire to create a school where learning behaviour is excellent and children develop the skills to regulate their own behaviour in and around the school.

Promoting good behaviour

Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to recognise and comment on good behaviour.

All staff members are committed to using positive behaviour reinforcement by doing everything possible to avoid humiliating a child, overreacting or giving a 'blanket punishment'. We strive to build positive relationships, be calm and be positive.

Flexible consistency in our behaviour expectations

Rigour, routine, structure, reminders, encouragement and support.

1. Calm, consistent adult behaviour
2. Positive framing for desirable behaviour
3. Relentless routines
4. Scripted difficult interventions
5. Restorative follow up

WIN- I wonder why you have done this/ what has happened?
I imagine things are really difficult for you at the moment (emotions)
I notice (behaviour)….. I wonder how we could change that?

We will promote these values to the children by:-

- Developing a clear code of conduct backed by a balanced combination of reward, praise encouragement and consequences.
- Encouraging pupils to openly discuss problems as and when they arise – either individually or in group sessions (using restorative justice strategies).
- Encouraging staff to be aware of individual children's problems and needs ensuring they are closely monitored.
- Fostering good relationship between all staff and children based on mutual respect.
- Encouraging and developing parental support for the behaviour and relationship policy.
- Developing an appropriate training programme for all staff to support this policy.
- Allocating curriculum time through the PSHE Association scheme including RSHE.

Whilst all possible steps are taken to avoid this, the ultimate consequence for persistent and/or severe behaviour issues is exclusion.

Reasonable and proportionate sanctions will be used where a pupil's behaviour does not reach the high expectations, alongside support and encouragement to prevent recurring misbehaviour. The school acknowledges that some behaviours can be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing and the expectations of social behaviours.

- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2025
- DfE (2024) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2026) 'Keeping children safe in education 2026'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years' 2026
- DfE (2013) 'Use of reasonable force' 2026
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following Trust policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

2. Roles and responsibilities

School Governors have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Senior Mental Health Lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.
- The Senior Mental Health Lead is Bethany Dickson Headteacher

The SENCO is responsible for:

- Collaborating with the governing board, Headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- The SENCO is Chloe Knowles.

Teaching staff are responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, to their full potential, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.

- Taking proportionate action to address disruption and restore acceptable standards of behaviour.

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

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties and being curious about changes or escalation in behaviour.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Phase leader.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied

- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the Headteacher will review staff training needs at least annually and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Managing unacceptable behaviour

Unacceptable behaviour will be dealt with consistently using the scripted conversations linked to our 3 key values – Ready, Respect and Safe.

The Restorative justice follow up approach aims to deal with the issues:

a) positively

b) calmly, not in temper, use a cooling off time

c) by looking at both sides

Who was affected by this?

d) by establishing the facts

Tell me what happened.

e) by promoting discussion to establish an acceptable common code of conduct.

What can **we** do to put this right? (Adult to support the child with repairing the situation.)

Instances of unsafe behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The SLT will keep a record of all reported incidents on Arbor to help identify pupils whose behaviour may indicate mental health or safeguarding issues being experienced by the child. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of support to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal warning and reminder of the expected behaviour
- Discussion or setting a reflection task, such as an account of their behaviour using the restorative justice approach
- Removal of privileges or breaktime to a different time to peers.
- Considered actions to repair and restore the issue.

SLT will monitor the frequency of behaviour incidents being recorded and will inform parents as a next step.

Individual behaviour/report charts will be used to monitor behaviour in different parts of the school day.

If a child is identified as having several incidents of a similar behaviour being recorded then a Individual Behaviour Plan will be considered.

Where a pupil's misbehaviour is causing significant disruption or is deemed seriously unsafe, the following procedures will be followed:

- The Headteacher will be called immediately or, in the Headteacher's absence, the most senior member of staff to support the member of staff.
- A member of SLT investigates the incident and explores the reasons behind the behaviour being exhibited.
- The teaching staff record the incident on Arbor.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is unsafe as to warrant immediate removal, the pupil will be removed from the classroom – a member of SLT will determine the period the pupil will be removed from the classroom. The pupil will be removed to being supervised by a member of SLT in continuing with their classroom learning. Once regulated they will be returned to the buddy Year group class with appropriate work tasks so that their learning is not interrupted.
- The member of SLT will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of unsafe or unacceptable behaviour, the following sanctions are implemented:

- The Headteacher will consider whether the pupil should be suspended, in line with the LA's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be considered.
- Where SEND is not identified, but the Headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, or for a single incident of highly unsafe behaviour the following sanctions are implemented:

The Headteacher will consider whether a permanent exclusion is necessary, in line with the LA's Suspension and Exclusion Policy, alongside alternative options such as a managed move or Fresh start (Derby city initiative)
For discipline to be lawful, the school will ensure that:

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

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

6. Prevention strategies, intervention, and sanctions for unacceptable behaviour

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and teaching staff are aware of any pupil that is:

- Persistently struggling with their behaviour
- Not improving their behaviour following support
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing peer mentoring and coaching
- Short-term behaviour monitoring cards
- Long-term behaviour plans
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such an Early Help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Bullying

Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

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Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Prevention

The school clearly communicates a whole-school commitment to addressing bullying which is regularly promoted across the whole school.

All reported or witnessed instances of bullying in the school are investigated by a member of staff and recorded on Arbor. Members of SLT follow up the actions needed.

Staff encourage pupil cooperation and the development of interpersonal skills through the use of group work and pair work.

All types of bullying are discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons and the school rules **READY RESPECTFUL and SAFE.**

Seating arrangements and groupings in class will be changed and organised in a way that prevents instances of bullying.

Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, after school clubs and sporting activities.

All members of the school community are made aware of the school's Anti- bullying Policy and the rule of not being a bystander if a situation arises.

All staff members receive training on identifying and dealing with the different types of bullying.

A safe place, supervised by a teacher, is available for pupils to go to at lunch if they are involved in conflict with their peers.

The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

Pupils deemed vulnerable, will meet with one of their **key adults** regularly to ensure any problems can be actioned quickly.

Teachers will also offer an 'open door' policy allowing pupils to discuss any bullying, whether they are victims or have witnessed an incident. A bully ballot once a term enables the SLT to identify any perpetrators or victims. A child named on the bully ballot will be spoken to by the ELSA and a discussion will be held about how they are affecting the other child/ren and how to turn their behaviour round in a positive way. If the child appears on subsequent bully ballots then parents are called to join the discussion.

Before a vulnerable pupil joins the school, the pupil's teacher and the DSL will develop a strategy to prevent bullying from happening – this will include giving the pupil a buddy to help integrate them into the school.

Online bullying is addressed through the PSHE curriculum as well as being addressed individually or as a cohort if issues arise. The police cyber safety team lead sessions to address issues raised by the school. Parents are sent helpful information to support them with issues arising from games or social media from National Online Safety.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the PSHE curriculum in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson or clear instructions e.How to.. behave in the toilets.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focuses heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of disregulation and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil

concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned sensory breaks for a pupil whose SEND means they find it difficult to sit still or concentrate for long periods of time.
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding Autism, ADHD and other conditions identified in the current cohort of pupils.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language and the scripted conversation.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. I will know you are ready when you sit on the chair.

Physical intervention

In line with the school's Physical Intervention Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain a calm ,ordered learning environment.

Safe handling as per TEAM TEACH training will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary..

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the Headteacher will be called and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day. This will be recorded as a fixed term suspension.

Violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the Headteacher as to what behaviour constitutes an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

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Removal from the classroom "Reflection"

The school may decide to remove pupils from the classroom for a limited period due to unsafe or disruptive behaviour.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable for the child to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Headteacher will request that the pupil's class teachers set them appropriate work to complete.

The Headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour.

Pupils in "Reflection" are permitted to eat during the allocated times of the school day and may use the toilet as required. Time for a physical break outside may be given at an alternative time to their peers.

"Time owed"

The school will make it clear to parents and pupils that they are able to use time owed as a sanction to deter future misbehaviour, both during and outside of school hours. The use of time owed as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used. Time owed after school will usually only be used in consultation with parents as part of a child's behaviour plan.

All teachers at the school can impose time owed on a pupil during the school day only in consultation with the SLT. Time owed sanctions for individuals will be recorded on Arbor.

Parental consent is not required for time owed however parents will **always** be notified about Time owed after school.

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

- Whether the time owed is likely to put the pupil at increased risk.
- Whether the pupil has known caring responsibilities
- Whether the time owed timing conflicts with a medical appointment
- How to inform parents of the Time owed in a timely manner– in most cases it will be necessary to do so, but it may not be if the detention/ time owed is for a short period after school and the pupil is able to return home safely and within their usual time frame.
- Whether suitable travel arrangements can reasonably be made by the parent for the pupil.

Time owed will not be issued where there is any reasonable concern that it would compromise a pupil's safety or mental health and wellbeing. An alternative and appropriate sanction will be issued instead.

7. Sexual abuse and discrimination

The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child on child sexual abuse and discrimination are detailed in the Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

8. Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products such as vapes, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils are instructed not to smoke or vape on school grounds. Pupils are not permitted to bring smoking materials ,vapes or any other nicotine products to school.

The school has a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Child Protection and Safeguarding Policy.

9. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff are permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers or vapes.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

The school also identifies the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters / matches
- Aerosols
- Legal highs/psychoactive substances

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

10. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.

- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school rules ready, respectful. safe., which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment and school resources.

Classroom rules and routines

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The Headteacher ensures all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. (How to … guides) Where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that

classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, pupils in each class produce a Classroom charter which they are required to read and sign. All rules outlined in the Classroom charter are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this. Discussion about red and green type behaviours are conducted regularly and when issues arise.

For younger pupils, teachers will read the Classroom charter with their child and sign it on their behalf.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

The How to .. guides to expectations address the following expectations;

In the classroom

- Pupils must be respectful to teaching staff and their peers.
- Pupils must not use derogatory language or name call.
- Pupils must not be disrespectful, argumentative, rude, confrontational or intimidating.
- Pupils must not answer back to teachers
- Pupils must not disrupt a class, making it difficult for others to learn.
- Pupils must not leave the classroom or school premises without permission.
- Pupils must not disobey a reasonable request from a teacher.
- Pupils must not intimidate other pupils.
- Pupils must complete tasks set by the teacher.
- Pupils must work with other pupils as organised by the teacher.
- Pupils must speak the truth to adults in school.

Non-compliance

Failure to comply with the school's Code of Conduct will lead to sanctions as detailed within this behavioural policy.

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Appearance

- The school uniform, detailed separately, is compulsory.
- Clothing and footwear appropriate for P/E and in line with the school policy must be adhered to.
- No jewellery, rings, or any other earrings than one stud in each ear are to be worn at any time in school. Earrings must be removed for P/E and swimming lessons.
- Nail varnish, false nails, make-up and tattoos are not allowed.
- Hair is to be clean and tidy. Long hair should be tied back. Hair should be of a natural colour. Unnatural coloured hair or various coloured hair is not allowed. Patterns shaved into hair is not allowed.
- Pupils are reminded that they are representatives of the school and this should be reflected in their appearance.

Property

- Pupils are responsible for their own belongings.
- Exercise books, planners, reading books, electronic equipment, stationery and folders issued by the school remain the property of the school and should be treated as such.
- Pupils are responsible for replacing lost or damaged school property.
- P.E. is a compulsory part of the curriculum and pupils must attend with appropriate kit at every lesson. Appropriate footwear must be worn depending on the lesson- e.g trainers for outdoor P/E, bare feet for gymnastics.
- Parents/ Carers who are having difficulty in providing school uniform for any reason can speak to the Headteacher or members of the SLT.

Mobile Technology

- The school accepts that personal mobile phones are often given to pupils by their parents to ensure their safety and personal security. Only Upper Key Stage 2 pupils who walk to school independently or for specific reasons (e.g to monitor diabetes medication) are allowed to bring mobile phones. Parents must submit a request in writing. Mobile phones must be handed in to the school office on arrival to be stored securely.
- Parents/carers should be aware if their child takes a mobile phone to school.
- The school accepts no responsibility for replacing lost, stolen or damaged mobile devices either at school, or travelling to and from school.

Acceptable Use

- Mobile devices should be switched off and kept in the school office during the school day. They are not to be used by pupils on school premises.
- Mobile phones should not be used in any manner or place that is disruptive to the normal routine of the school.
- Pupils are responsible for protecting their own personal information including their phone number

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Praise and rewards

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.(ASPIRE)
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

<u>Rewards for good behaviour will include,</u>

DOJO points

Children who are seen to be working well, following good learning behaviour (e.g good listening, good collaboration, showing resilience or extra effort) can earn Dojo points towards an agreed reward.

Assembly behaviour

Children can earn Dojo points as a class if they are **all** sat well together in assembly. Staff should have high expectations, only pupils/classes with all children listening well will earn a reward.

11. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Behaviour policy applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in school.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

12. Data collection and behaviour evaluation

The school will collect data from the following sources:

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

The data will be monitored and objectively analysed termly by the Headteacher and SLT Attempts will be made to identify possible factors contributing to the behaviour, any system

problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

13. Monitoring and review

This policy will be reviewed by the Headteacher, SLT on at least an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

The next scheduled review date for this policy is September 2027.

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Individual Behaviour Assessment

Behaviours	Barriers	Pre-Cursors	Adjustments and Interventions
Formal assessment using Behavioural and Emotional Screening System – Pearson • Respect • Relationships – Staff 1/2/3 • Relationships – Peers 1/2/3 • Difficulty in following instructions/ requests 1/2/3 • Organisation • Disruptive Behaviour 1/2 • Inappropriate Language 1/2/3 • Concentration 1 • Turn taking and sharing 1 • Difficulty following routines 1 • Bullying 1/2/3 • Victim 1/2/3 • Aggression 2/3 • Violence 2/3 • Risk Taking Behaviour 2/3 • Absconding 2/3 • Sexualised Behaviour 2/3 • Self-Harm 3 • Weapons 3	**Use of Barriers to Progress Document** • Anxiety Stress • Barriers – Family/ outside school • Barriers – Basic Needs • Self Esteem • Illness • Developmental Delay • SEND • Lack of Aspiration	• Structured, positive environment • Positive Role Models • Pupils Safe from embarrassment, humiliation, exclusion • Treated with dignity and respect • Interesting lessons • Opportunities for students to engage during learning • High quality equipment and resources • High expectations for academic and social work • Appropriate differentiation • Preparation for any change and the need for clear routines • Relationship developed with parent/carer • Room Arranged to minimise crowding and distraction • Teaching and reviewing of LEARNERS' Code to students • Prompt or pre-correct students to follow expectations • Use of whole school extrinsic reward system • Provision of specific, contingent and brief error corrections for academic and social errors • Metacognitive discussion about why desired behaviours are important	**Adjustments** • Specific Praise Reinforcement • Group Reinforcement • Differential Reinforcement • Behaviour Contract/ Token Economy • Behaviour Contract/ Token Economy – response cost • Specific Error Correction • Performance Feedback • Planned Ignoring • Time Out/ Removal of privileges • Additional Adult – Group • Additional Adult – 1:1 • Parental Engagement • Visual Timetable • Quiet Area **Interventions** • Peer Mentoring • Positive Play • LEGO Therapy • Nurture • Forest Schools • Social Stories • Board Games • Gardening • Because we're worth it • Relaxation • Box Full of Feelings • Therapy Dog

ARBOR Reporting

In order to provide the necessary information on behaviour incidents use the following guidelines:

S Situation What happened? Where did it happen? When did it happen? Why did it happen?

T Trigger What caused the incident? Was anyone else involved? Was the child provoked? Who provided an account of what happened?

A Action What action did you take? Was there a verbal warning? Has the child's name been put on the consequence ladder?

R Resolution What is the outcome? Did the child apologise? Have parents been informed? Has the victim and the perpetrator been involved in Restorative Justice?

Who records on ARBOR?

The adult who has been dealing with a child or incident is responsible for recording this on Arbor in good time.(No later than the same day)

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Behaviour conversations

READY RESPECT SAFE

All instructions are issued using;

I need you to….

because……

(try and include a reason connected with ready respect safe)

If the child is not following instructions or expectations;

I notice that……..

(you are shouting out, you haven't started your work, you are talking when I am talking, you rolled your eyes when I spoke to you)

and you know that we need you to……

(put your hand up, start your work, wait quietly for me to finish speaking, be respectful and if you want me to explain then we can talk after I have finished speaking to the class))

because…… (try and include a reason connected with ready respect safe)

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1.Tell. "This is **step 1"**

"I am saying what I need you to do"

2. Remind "I notice that …… and we need you to….. "

"**This is step 2 - I am reminding you what you need to do"**

3.Warning **"**If you choose to …… I will need to speak with you at…(playtime lunchtime, after school)

or ….. you will move to seclusion

This is your final warning

4.Consequence. "I notice that you have chosen to**…….**

so I will speak with you at**…(**playtime lunchtime)

or /.. so you will need to move out of the classroom)

This is your consequence

If/ when the child does do as they have been asked, respond with a gentle "Thank-you- good listening"

An identified space in the classroom or at the door must be set up for a **"Safe space"** (when the child identifies themselves that they need to calm down in a quiet place.)

SLT room for teaching or **safe space to talk.**

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Example of Behaviour Contracts:

Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals

1 _____

2 _____

3 _____

To prevent my challenging behaviour, I can:

1. _____
2. _____
3. _____

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When I demonstrate challenging behaviour, you can help me by:

1. _____

2. _____

3. _____

These are the consequences if I don't meet my goals:

_____

_____

_____

These are the rewards if I meet my goals:

_____

_____

_____

My contract will be reviewed on: **date**

Pupil signature: _____

Teacher signature: _____

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Behaviour Incident Form (for pupils on a behaviour contract.)

Name of pupil:		**Year group:**	
Date:		**Time:**	
Location of observation:		**Name of staff member:**	

Before the incident: what led to the behaviour?
During the incident: what did the pupil do?
After the incident: what were the consequences of this behaviour?

Additional comments

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Behaviour Management Observations Review Form

Name of pupil:		**Year group:**	
Name of key worker:		**Date:**	

Do there appear to be any patterns triggering the pupil's behaviour?
Are our existing management systems effective?
What achievable targets could we implement for the pupil to work towards?
What are the pupil's strengths?
What strategies could we implement to help the pupil achieve their targets?

Additional comments