




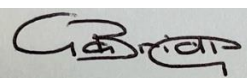
Frome Valley CE First School

Behaviour Policy

*“Together, with God’s love,
we learn, nurture and grow, without limits.”*

Date policy last reviewed: September 2025

Signed by:

 _____	Head of School	Date: <u>September 2025</u>
 _____	Chair of Governors	Date: <u>September 2025</u>

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Statement of intent

Frome Valley CE First School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school believes that pupils should learn in a calm, safe, and supportive environment which protects them from disruption.

Our school believes that a child's behaviour is often an outward reflection of the child's emotional wellbeing or the emotions that a child is feeling at that moment in time. It is as important to address the child's emotional wellbeing as it is to address a child's behaviour.

At Frome Valley First School, our school behaviour policy is based on the principle that every member of the school community has a right to feel valued and respected and that each person is treated fairly. We are a caring community whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to make sure all our children are happy and secure in a learning environment that promotes good behaviour, whilst supporting a child's emotional wellbeing.

Our children have confidence that our approach is consistent and fair, providing opportunities for them to behave well. The children understand that the language staff use will always refer to their behaviour and will not be directed at the child.

The school is committed to:

- Supporting the mental health and wellbeing of all pupils
- Having emotionally available adults to support a child's behaviour and emotional wellbeing
- Developing positive relationships with pupils
- Developing positive relationships with parents
- Teaching behaviour (rather than managing behaviour)
- Highlighting positive behaviour
- Promoting self-esteem, resilience, self-discipline respect for adults, and positive relationship.
- Ensuring equity, mutual respect and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Children taking responsibility for their own behaviour
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Being insistent, persistent and consistent in our approach to behaviour.
- Using restorative conversations when discussing a child's behaviour and behaviour choices.

Reasonable and proportionate consequences will be used to address a child's misbehaviour.

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** – We focus on resilience through Growth Mindsets, Trauma Informed Schools and the use of Stormbreak sessions. Perseverance is one of our core values.
- **Teaching** – Resilience is our curriculum driver. The curriculum is used to develop pupils' knowledge about health and wellbeing. We use Stormbreak sessions and movement breaks to support wellbeing in the classroom. We have termly Wellbeing Days at the beginning of each new term.
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing. The school runs Trauma Informed Schools parent information evenings each year.

1. Legal framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for Head of Schools and school staff'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies and procedures:

- School Charter

- School Non-Negotiables
- 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

The Local Governing Body will 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 Trust's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Head of School will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- 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 Local Governing Body 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 will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural needs, 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 SENCO will be responsible for:

- Collaborating with the local Governing Body, Head of School and the Senior Mental Health Lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

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

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

- Being the emotionally available adult for children with behaviour or SEMH needs.
- 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.
- Teaching and modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the Head of School and SENDCO up-to-date with any changes in behaviour.
- As authorised by the Head of School, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour and learning from their own mistakes.
- Tell a member of staff about non-negotiable behaviour (rather than retaliating)
- Understanding and adhering to the School Charter

- Knowing the School's non-negotiable behaviours.

Parents will be responsible for:

- Supporting their child in adhering to the school rules (The School Charter and the School's Non-Negotiables) 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 will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual 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 will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Not following an adult's instructions
- Failure to complete classwork
- Rudeness
- "Crossing the line" language

"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.

The SENDCO, Rachel Dixon, has undertaken the NPQ for Leading behaviour and Culture (NPQLBC) and is the school lead for behaviour. Members of staff will be supported to undertake any relevant training or qualifications to support behaviour or pupil mental health or wellbeing.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SENDCO and the Head of School will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Social, emotional and mental health (SEMH) needs

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

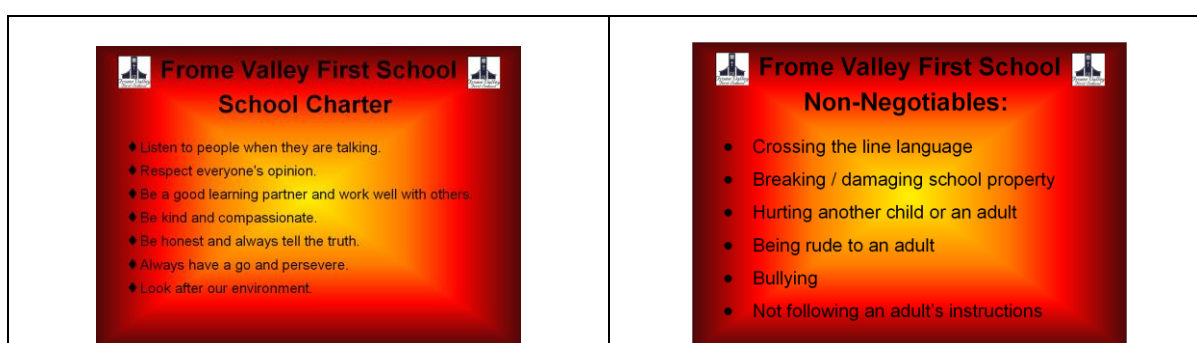
- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **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.

6. Managing behaviour

The school begins with the understanding that a child's behaviour is often an outward reflection of the child's emotional wellbeing or the emotions that a child is feeling at that moment in time. It is as important to address the child's emotional wellbeing as it is to address a child's behaviour.

The School Charter focuses on the school rules and the non-negotiables focus on the behaviour that we do not expect on our school.



Instances of unacceptable behaviour (non-negotiables) will be 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.

If a non-negotiable happens during break or lunch time, the child will be taken to speak to the Head of School or SENDCO to discuss the behaviour.

Each class will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. These will be logged on MyConcern. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

When speaking to children about their behaviour, the school will use Trauma Informed Schools techniques. We will first use **WINE** to empathise with a child's feelings and as a de-escalation tool.

Letter	Its meaning	An example of this in practice
W	I wonder	"I wonder if you are feeling angry because..."
I	I imagine	"I imagine , if it was me, that I would be feeling really worried because..."

N	I notice	"I notice that you are very angry..."
E	Empathy	Using the above sentence starters to demonstrate that you have empathy for the emotions that the child is feeling.

After empathising with a child's feelings, we will use the phrase: "**Can you help me understand?**" to give the child time to discuss what happened (including what happened before the behaviour incident) as well as explaining *why* the child behaved as they did.

The school also uses **PACE** as a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is done by communicating the four elements of PACE together flexibly, not as a step by step process.

Playfulness: Playful moments reassure children and young people that their conflicts and separations with adults are temporary and will never harm the strength of their relationship

Acceptance communicates that that the child's inner life is safe with you; that you are interested in it and will not judge or evaluate it. The child's inner life is not right or wrong

Curiosity, without judgment, is how we help children become aware of their inner life and reflect upon the reasons for their behaviour. Curiosity is wondering about the meaning behind the behaviour for the child. With curiosity, the adults are conveying their intention to simply understand why and to help the child with understanding.

Empathy: Being empathic means the adult actively showing the child that their inner life is important to the adult and that they want to support the child during their hard times. The adult is demonstrating that they know how difficult that experience is for the child. The adult is telling the child that they will not have to deal with the distress alone.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions and support to prevent the misbehaviour recurring.

After **an initial incident of negative behaviour**, the following sanctions or strategies will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Reminder of the school charter and non-negotiables
- A trauma informed approach to discussing the incident and the reasons why
- The use of PACE
- A restorative conversation

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

- Depending on the behaviour, the pupil is sent to the Head of School immediately or, in the Head of School's absence, the most senior member of staff. Or, the Head of School is called to the classroom.
- The class teacher or adult will record the incident.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal,

the pupil will be removed from the classroom – the Head of School will determine the period the pupil will be removed from the classroom.

- The class teacher will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and discuss the incident with them in person or through a phone call.

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

- Use of "how was my day" book to focus on regular check-ins for behaviour. This book goes home every day.
- Use of a daily behaviour card: this is completed by the class teacher and the Head of School each day with the child. This book goes home every day.
- A pastoral support plan will be agreed between school and parents.
- Use of a social story or comic strip conversations.
- The Head of School will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place
- Where SEND is not identified, but the Head of School 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**, the following sanctions will be implemented:

The Head of School will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

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 Head of School.
- 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.

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

The school begins with positive behaviour management strategies. These strategies include:

- Highlighting examples of good behaviour
- Frequent movement breaks throughout the day and at least 1 movement break per lesson and movement breaks after whole school events e.g. collective worship.
- Dojo points (that focus on positive behaviour such as respect, ready to learn, good listening etc...)
- Marble Time (for achieving a class behaviour goal)
- The Kindness Tree (for kind words and kind hands)
- Termly Citizenship Certificates (chosen by the children)
- Jigsaw Certificates
- Relax Kids
- Star of the Week
- Trauma Informed Schools 1 to 1 work
- Hamish and Milo work
- Head of School stickers
- Postcards home
- ELSA support

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

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

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

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

- How was my day book?
- Daily Behaviour Card
- ELSA
- Pastoral Support Plan
- Being given a responsibility in class
- Trauma Informed Schools 1 to 1 work

- Frequently engaging with parents
- 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 as an early help assessment) that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Within school, we are **persistent, insistent and consistent** in our **behaviour teaching**. Positive behaviour will be taught to all pupils as part of the behaviour 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.

Routines 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.

We use **Class Dojos** to reward and encourage positive behaviour. Children earn Dojo points for such areas as: good listening, good citizen, ready to learn, demonstrating our school values or being on task. Children can cash in their Dojo points for a variety of prizes or rewards.

Marble Time is used for a specific class behaviour focus. When children earn enough marbles, they receive whole class marble time.

Positive teacher-pupil relationships

The school has a relationship policy and sees the fostering of positive relationship as the cornerstone of our behaviour policy, alongside trauma informed schools approaches. We believe that children should have an **emotionally available adult** to support their emotional needs that are often the underlying cause of difficult and challenging behaviour.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Additional, short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long (we also have class movement breaks)
- Sensory breaks
- Supportive classroom environment e.g. visual timetables
- Multi-sensory equipment
- Specialised equipment e.g. ear defenders, weighted blankets and fidget toys
- Individual visual prompts to remind of behaviour
- Now, next and then cards
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

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

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Use of PACE and WINE
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Giving choices to support them in their behaviour decision
- Using positive phrases rather than negative words

Physical intervention

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the

Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the Head of School, and the pupil's parent will be contacted. Where appropriate, the Head of School may decide to temporarily remove the pupil from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Head of School as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

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

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

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

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

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

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

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

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

The Head of School will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

8. Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse 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.

9. Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances.

10. Prohibited items, searching pupils and confiscation

The Head of School has the 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. These items include:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.

11. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management (and behaviour teaching) will allow 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's Charter, which requires pupils to:

- Listen to people when they are talking
- Respect everyone's opinion
- Be a good learning partner and work well with others
- Be kind and compassionate
- Be honest and always tell the truth
- Always have a go and persevere
- Look after our environment

Classroom rules and routines

The school uses the School Charter and the Non-Negotiables as the basis of classroom rules. All classes will display the School Charter and the Non-Negotiables in a prominent place in the classroom so that they can be referred to regularly.

Each class will establish their classroom routines at the beginning of the new academic year and there is always a behaviour day at the beginning of the academic year to discuss this in more detail with the new class.

Each class will have a class charter (linked to rights and responsibilities) and children will all agree to this charter e.g. by signing the charter.

Teachers will also establish clear routines for:

- Gaining the attention of all pupils in the class (e.g. talking sharks/a musical instrument)
- The noise level in a classroom (all classes will have a voice-o-meter on display that focuses on silence, quiet voice, partner and group voice)
- Going to the toilet (a toilet pass/toilet rules)
- Lining up in class and lining up at the end of break/lunch
- Sitting on the carpet in whole class sessions
- Moving around the school (feet walking/no talking)
- Use of the cloakroom area

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

Pupils will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary

The classroom environment

The school understands that a well-structured classroom environment is paramount to supporting positive behaviour.

Teachers will employ strategic seating arrangements to support positive behaviour such as:

- Children are seated where they are not easily distracted e.g. for a child not to be seated facing a window
- Children with emotional or specific needs to be seated in a place where they can receive additional support e.g. near their 1 to 1 or the teacher or TA.
- Teachers arrange where children sit to take into account who they will learn best with.
- Children with SEMH to take into account where they feel safe in a room

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 will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- Dojo points are given immediately with the Dojo board on display.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance, resilience 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.
- Catching examples of desired behaviour, particularly for children that are trying to improve their behaviour
- 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 will 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.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Class Dojos
- Kindness Tree
- Weekly Jigsaw Certificates
- Citizenship Awards
- Head of School Stickers
- Postcard sent home
- Communicating praise to parents

12. Effective pupil support

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated wellbeing staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

13. Behaviour outside of school premises

Should a child's behaviour outside of the school cause concern, the school would speak to the parent of the child and discuss the behaviour with the child, as appropriate. The school would take seriously any bullying incidents witnessed or reported outside of the school premises.

When a child is representing the school in any school-related activity (during school hours), we remind children of the expected behaviour and praise and encourage behaviour using the same techniques that we use in school. This ensures consistency of expectations and behaviour.

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.

14. Data collection and behaviour evaluation

The school will collect data from the following sources:

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

The data will be monitored and objectively analysed by the Head of School. Attempts will be made to identify possible factors contributing to the behaviour.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

15. Monitoring and review

This policy will be reviewed by the Head of School and teaching staff senior mental health lead on an annual basis.

The next scheduled review date for this policy is: **September 2026**

Appendix A: Summary of Behaviour Strategies

Managing initial incidents of challenging behaviour
<ul style="list-style-type: none"> ● Reminder of the school charter and non-negotiables ● A trauma informed approach to discussing the incident and the reasons why (WINE) ● A restorative conversation
Managing repeated incidents of challenging behaviour
<ul style="list-style-type: none"> ● Use of “how was my day” book to focus on regular check-ins for behaviour. This book goes home every day. ● Use of a daily behaviour card: this is completed by the class teacher and the Head of School each day with the child. This book goes home every day. ● An individual behaviour plan. ● A pastoral support plan that is agreed between school and parents. ● Use of a social story/comic strip conversation. ● Discussions between the class teacher, SENDCO and Head of School to discuss patterns of behaviour and likely reasons for these behaviours. ● The Head of School will consider whether the pupil should be suspended, in line with the school’s Suspension and Exclusion Policy, and will determine the length of the suspension.
Where a pupil’s behaviour is causing significant disruption to the class
<ul style="list-style-type: none"> ● Regular meetings with parents ● Discussions between the class teacher, SENDCO and Head of School ● Team Around the Child meetings ● Advice from the Family Support Link Worker ● Discussions at our termly Planning Meetings ● Advice from Educational Psychologist/Specialist Teacher ● Outreach work from TADSS ● Liaison with the Local Authority ● Adjustments to the child’s timetable and routines in school ● The Head of School will consider whether the pupil should be suspended, in line with the school’s Suspension and Exclusion Policy, and will determine the length of the suspension.

Appendix B: Letters to parents/carers about pupil behaviour – templates

First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property']

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____

Second behaviour letter

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

[Insert details of how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting]

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____