



# The Leys Primary & Nursery School

Learning Today ....Leading Tomorrow

## Behaviour Policy and Statement of Behaviour Principles from 2025

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**At the Leys Primary School we have the highest expectations of personal conduct and behaviour. We expect all members of the school community to be role models and challenge detrimental behaviour.**

## VISION STATEMENT

We will build a community in The Leys where children are more than just educated and where all feel safe and supported. They will be empowered to change their own lives and the lives of those around them. They will be able to stand up and become pillars of the community, making a difference. We will be good role models who inspire through a love of learning and be motivated to make a positive impact on each other's lives. Together, we will continually strive to remove the barriers to success and fear of failure. We will provide an inclusive culture of mutual respect and acceptance with children moving onto their next venture with the behaviours, skills and values to set them on the path to achieve their dreams. Our school will take pride in leading the children in The Leys on their journey - both educational and for life; enabling them to drive their own futures to greater success and shape our diverse community for the better.

### The Leys Primary and Nursery School Values:



### **Inclusivity**

We provide opportunities to learn, succeed and be happy that are equal for all children regardless of ability, gender, race or special need.

### **Empathy**

We support children to build strengthened relationships by understanding how we learn, feel and think differently.

### **Respect**

We help children to learn tolerance and respect for other people, their beliefs and their belongings.

### **Aspiration**

We provide a caring, secure and stimulating learning environment where children are happy, confident and are supported to aspire to achieve their full potential.

### **Determination**

We teach our children that if you don't succeed at first in what you are doing, try it over and over again until you get it perfect and how you want it.

### **Empowerment**

We develop self-esteem, self-discipline, self-respect and confidence to meet the changes and challenges in their life ahead, and so that they are ready for the next stage of their education.

### **Aims**

This policy aims to:

To create a positive and respectful school culture; where everyone feels safe, happy and that supports learning.

To establish a consistent approach to behaviour management, whilst maintaining a commitment to equality and equity.

To help children to increasingly take responsibility for their actions by developing internal discipline, self-regulation and resilience.

Teach children that their behaviour has an impact on themselves and others.

## **Legislation, statutory requirements and statutory guidance**

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

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

## Definitions

At The Leys we refer to **valued** and **detrimental** behaviours. These are:

Valued behaviours	Detrimental behaviours
Creates helpful feelings in self or others	Creates unhelpful feelings in self or others
Behaviour that considers the rights, feelings and welfare of others	Behaviour likely to cause injury, harassment, alarm or distress
Behaviour which benefits others and society	Behaviour that violates the rights of others

We also identify **detrimental behaviours** as **difficult or dangerous**. **Difficult behaviours** are disruptive, whereas **dangerous behaviours** can imminently result in an injury to self or others, cause serious damage to property or are considered criminal e.g. racial abuse or possession of an illegal weapon or drugs.

## Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Please see the Bullying Policy for further details about the prevention of bullying at The Leys.

## **Roles and responsibilities**

### **The governors**

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### **The headteacher**

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with detrimental behaviours
- Monitoring that the policy is implemented by staff consistently with all groups of children
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all children to participate fully
- Offering appropriate training in behaviour management and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer children both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy (see monitoring)

## **Staff**

Staff are responsible for:

- Creating a calm and safe environment for children
- Establishing and maintaining clear expectations and reinforcement of valued behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching the behaviour curriculum and in every interaction with children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular children

- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on Cpoms
- Challenging children to meet the school's expectations and display valued behaviours

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

## **Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and where appropriate reinforce it at home
- Support their child in adhering to the school's behaviour curriculum and policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following detrimental behaviour (for example: attending reintegration meetings following a suspension)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The staff will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle detrimental behaviours.

## **Children**

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

- The valued behaviour they should be displaying in and out of school
- That they have a duty to follow the behaviour curriculum and policy
- The school's key rules, routines and expectations (taught through the behaviour curriculum)
- The rewards they can earn for displaying the valued behaviours and the potential consequences they will face if they display detrimental behaviours



- The pastoral support that is available to them to help them display valued behaviours

Children will be supported to understand and meet the behaviour expectations and will be provided with additional teaching where required.

Children will be supported to develop an understanding of the school's rules and wider values.

Children are expected to become increasingly responsible for;

- Managing their own behaviour through internal discipline and self-regulation.
- Looking out for the safety and wellbeing of others, especially younger children.

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

Extra support and induction will be provided for children who arrive mid year.

## School Behaviour Expectations

### Ready Respectful and Safe

Ready, Respectful and Safe are the three expectations which underpin our behaviour policy.

**Ready** - Ready to learn, ready to listen, ready to participate.

**Respectful** - Respect for themselves, towards others and to our environment.

**Safe** - Safe in their learning environment, with the people around them and when at play.

Ready	Respectful	Safe
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Always try our best and be proud of our achievements.

Listen to others and follow instructions.

Work hard and learn from our mistakes.

Be on time and appropriately dressed- school uniform.

Use honest, friendly language and tone.

Look after, share equipment and space.

Represent The Leys at its best, both in and out of school.

Solve problems calmly and respectfully.

Keep ourselves and others safe.

Use kind hands/feet.

Stay safe online both in and out of school.

Report any problems to an adult.

## Mobile Phones

Only children in Year 5 and 6 who walk to or from school alone are allowed to bring their mobile phone into school. These should be turned off and handed to class teachers for storage during the school day. Staff will endeavour to keep them safe, however school will not take responsibility for phones lost or damaged onsite.

## Responding to behaviour

### Classroom management

Teaching and support staff are responsible for setting the culture of positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages children engage with learning
- Display and refer to the Zones of Regulation, 5 ways to Wellbeing, child friendly behaviour summary and the class charter, in age appropriate ways
- Develop a positive relationship with children, which includes:
  - o Greeting children in the morning/at the start of lessons
  - o Establishing clear routines, teaching and reinforcing the Behaviour Curriculum
  - o Communicating expectations of behaviour in a variety of ways

- o Highlighting and promoting valued behaviours
- o Concluding the day positively and starting the next day afresh
- o Having a plan for dealing with difficult behaviour
- o Using positive reinforcement

## **Safeguarding**

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

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

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

Please refer to our Child Protection and Safeguarding policy for more information.

## **Responding to Valued Behaviours**

When a child displays valued behaviour or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and values.

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

Valued behaviour will be rewarded with; verbal praise, positive gestures, stickers and rewards as highlighted below.

<b>Star of the Week</b>	<b>House points</b>	<b>Head teacher Awards</b>	<b>Kindness Awards</b>
Children nominate a classmate as star of the week, giving the reasons for this. We aim for all children to receive star of the week in a year.	Children in years 1 to 6 are allocated a house and collect points during the week. The leading house takes part in a House Point Treat termly.	Children nominated by their teachers for excellent progress or achievement, are celebrated in the weekly newsletter and certificates and golden stickers are given.	Staff and children can nominate others for a kindness award and these are recorded on the board in the hall and on the weekly newsletter.

<b>Attendance Wheel of Reward</b>	<b>Achievement certificates</b>	<b>Sport Awards</b>	<b>Verbal and Written rewards</b>
Each week, we announce the 3 classes with the most improved attendance in each of the phases. The winning class receives a certificate as well as the chance to win a weekly treat.	Head/Deputy Headteacher will hand out certificates in assembly for reading, spelling, handwriting, times tables or other academic achievements for the week.	Sports awards are given out termly to 1 child from Year 1-2, Year 3-4 and Year 5-6. They are given to children who show the valued behaviours of; participation, engagement, extra curricular, behaviour, respect, discipline, teamwork and effort.	All teachers have the opportunity to share individual positive messages about achievements, effort and progress with parents both verbally or in writing.

Once a term there is also a Golden table where one child from each class (Rec to Year 6) is nominated by their teacher based on demonstrating the school values.

### **Responding to Detrimental Behaviours**

When a pupil's behaviour falls below the standard that can reasonably be expected of them (we will always consider the age and developmental stage of the child), staff will respond in order to restore a calm and safe learning environment, and to prevent the recurrence of difficult or dangerous behaviour.

Staff will endeavour to create a predictable environment by always challenging detrimental behaviour, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that detrimental behaviours will always be addressed.

Two simple acceptable choices will be offered.

De-escalation strategies will be used to help prevent further unwanted behaviour arising; such as pre-arranged scripts, phrases or reminders about regulation techniques.

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

When giving **consequences**, staff will also consider if **protective** or **educational** consequences are required. Consequences serve one of two purposes either to;

- **protect** the child, class or staff from difficult or dangerous behaviour.
- **educate** the child about safe or more socially appropriate behaviour to use in a particular situation.

The school may use 1 or more of the following consequences in response to detrimental behaviour:

### **Summary of Detrimental Behaviours and Consequences**

	Examples of behaviour	Who is involved	Examples of possible consequences
Detrimental low level behaviours	Wasting time in lessons Disrupting the class Rough play	Class teacher MSA TA	Verbal discussion and reminders of expectations Missing playtime to complete a task Timeout in class/shared area to reflect on their behaviour Working in another year group classroom Limited time on the playground at lunchtime (20/20/20)
More serious difficult behaviour	Inappropriate or offensive language Rudeness or disrespectful behaviour, for example pulling faces or rolling eyes Lying Rude gestures or walking away Ignoring an adult's instructions	Class teacher Team Leader Parents MSA TA	Send to the team leader or to work in their/another classroom Writing an apology note/card Missed lunchtime Create a poster about school/safety rules Writing/drawing a list of appropriate playground behaviours Temporary loss of privileges, e.g. House Captain, class responsibility
<b>Serious</b> Dangerous or unlawful behaviour or repeated difficult behaviour	Damage to school or other's property Theft, Bullying Racist, homophobic or sexist behaviour or language Verbal abuse or threatening behaviour Sexual behaviour Physical violence - fighting, hitting, kicking or punching another child/adult Showing a lack of respect to a person's race, culture or beliefs Bringing prohibited items into school Leaving the school site without permission during the school day Refusal to accept or comply with or a lesser consequence with result in a more serious consequence being issued	Class teacher SLT Parents MSA TA	Withdrawal from the playground or classroom (internal reflection with SLT) Helping to repair or replace damaged items School based community service Regularly reporting to team leader or SLT Loss of privileges e.g. trips, representing the school at events Learning about another's culture or race Researching and writing an apology letter Individual risk assessment Suspension Permanent exclusion

Personal circumstances of the children will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness, the seriousness of the behaviour and the impact on the safety and well-being of the child and others in the community.

### **Reasonable force**

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on Cpoms and reported to parents as soon as possible

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the children, including SEND, mental health needs or medical conditions.

### **Searches and Confiscation**

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

#### **Confiscation**

Any prohibited items (knives, weapons, alcohol, illegal drugs, cigarettes, vapes, fireworks, pornographic images) found in a child's possession as a result of a search will be confiscated. These items will not be returned to the child.

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

### **Searching a child**

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

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

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

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

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

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

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the child is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the child has agreed.

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

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

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

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

If they still refuse to cooperate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) / team leader to try and determine why the child is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified above.

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

Outer clothing includes:

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

### **Searching childrens' possessions**

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

- Drawers
- Bags/lunch bags



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

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

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

### **Informing the designated safeguarding lead (DSL)**

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

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

All searches for prohibited items (listed above), including incidents where no items were found, will be recorded on Cpoms.

### **Informing parents**

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

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

### **Support after a search**

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

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

## **Off-site behaviour**

Consequences may be applied where a child has behaved detrimentally off-site when representing the school. This means behaviour when the child is:

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

Consequences may also be applied where a child has behaved detrimentally off-site, at any time, whether or not the conditions above apply, if the behaviour:

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

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

## **Online behaviour**

The school can issue behaviour consequences to a child for online detrimental behaviour when:

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

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

## **Suspected criminal behaviour**

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

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

If a decision is made to report the matter to the police, the headteacher or a member of the senior leadership team will make the report.

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

### **Zero-tolerance approach to sexual harassment and sexual violence**

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

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

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

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

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

Please refer to our Child Protection and Safeguarding policy for more information

### **Malicious allegations**

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

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

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

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

Please refer to our Child Protection and Safeguarding policy for more information on responding to allegations of abuse against staff or other children.

## **Serious Consequences**

### **Reflection**

Senior leaders can give a child a reflection during break or lunchtime as a result of detrimental behaviour.

The school will decide whether it is necessary to inform the child's parents.

When imposing a reflection, the school will consider whether doing so would:

- Compromise the child's safety/well being
- Conflict with a medical appointment or specialist provision

### **Extended Reflection**

In response to serious or persistent detrimental behaviours, the school may remove a child from the classroom for a limited time.

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

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

Removal can be used to:

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

Children who have been removed from the classroom are supervised by another member of staff, and will be initially removed for a maximum of half a day.

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

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

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for children who are frequently removed from class, such as:

- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Support from nurture group staff
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal of the child on Cpoms.

### **Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent detrimental behaviour, which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our Suspension and Exclusions policy for more information.

## **Responding to misbehaviour from children with SEND**

### **Recognising the impact of SEND on behaviour**

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

When incidents of detrimental behaviour arise, we will consider them in relation to a child's SEND, although we recognise that not every incident of behaviour will be

connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of detrimental behaviour will be made on a case-by-case basis.

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled child caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of children with SEND ([Children and Families Act 2014](#))
- If a child has an Education, Health and Care Plan (EHCP), the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

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

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

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

### **Adapting consequences for children with SEND**

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

- Whether the child was unable to understand the rule or instruction?
- Whether the child was overwhelmed and unable to act differently at the time, as a result of their SEND?
- Whether the child is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, then the school will assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

### **Considering whether a child displaying detrimental behaviour may have unidentified SEND**

The school's Special Educational Needs Co-ordinator (SENCO) may evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

### **Children with an Education, Health and Care plan (EHCP)**

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

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

<https://www.hertfordshire.gov.uk/microsites/local-offer/education-health-and-care-plans/education-health-and-care-plans-ehcp.aspx>

### **Supporting children following a consequence**

After a consequence, the school will consider strategies to help a child to understand how to improve their behaviour and meet the valued behaviours expected in school.

- Reflection with a member of staff about what went wrong and how they could behave differently next time
- Reintegration meeting (following suspension)
- Daily contact with a team leader or member of SLT
- Additional in class support
- A timetable with personalised behaviour goals



## Children's transition

### Inducting new children

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

### Preparing children for transition

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

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

## Training

As part of their induction process, our staff are provided with 6 hours of Therapeutic Thinking training which is updated annually. They also receive Mental Health and Trauma training. Therapeutic Thinking includes training on:

- De escalation strategies, use of language and physical presence
- The needs of the children at the school
- How SEND, trauma, attachment and mental health needs can impact behaviour
- Safe techniques to move and hold a child as a last resort

Behaviour management strategies are also part of continuing professional development.

## Monitoring arrangements

### Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including extended reflections
- Attendance, permanent exclusion and suspension
- Use of the nurture groups, off-site provision and managed moves
- Incidents of searching and confiscation



- Anonymous surveys for staff, children, governors and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed regularly by Senior Leaders.

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

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

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

### **Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

### **Links with other policies**

This behaviour policy is linked to the following policies:

- Suspension and Permanent Exclusions Policy
- Child Protection and Safeguarding Policy
- Physical Restraint Policy
- Mental Health and Wellbeing Policy
- Anti Bullying Policy
- SEND Information Report

## Appendix 1: Written statement of behaviour principles

As governors we understand that;

- The school is committed to a positive and respectful culture where everyone feels safe, valued and happy and children are able to learn in a calm environment.
- The behaviour expectations and curriculum are shared and understood by children (in an age appropriate way), staff, governors and parents.
- That behaviour is a form of communication, not all behaviours are a choice and a child displaying detrimental behaviour are regarded as vulnerable not troublesome.
- Behaviour can change and improvement can be secured.
- Clear boundaries are paired with an individualised graduated response for a child who is struggling to meet expectations.
- A child may develop academically and emotionally at different rates.
- Children are supported to increasingly take responsibility for their actions by developing internal discipline, self-regulation and resilience.
- The school is committed to equality and equity.
- Staff and volunteers set an excellent example to children at all times.
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy.
- The Suspension and Permanent Exclusions policy explains that exclusions will only be used as a last resort and outlines the processes involved in suspensions and exclusions.
- Engagement of families, outside agencies and the wider community is sought when planning consistent support for a child.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

**Approved by:** FGB

**Date:** February 2025

**Last reviewed on:** January 2025

**Next review due by:** January 2026