



Learn, Grow, Love, Live

Behaviour Policy 2025-2026

Version	Date	Description of changes and person/organisation responsible
1.0	Nov 2019	Revision of policy to reflect partnership working with Romero/ST JCC
2.0	September 2020	Review – addition of COVID updates
3.0	September 2021	Review – reflection changes in structural set up of school and removal of references to Romero.
4.0	February 2023	Review – adjustments to improve suitability to primary aged children.
5.0	February 2024	Adjustments in line with current legislation
6.0	September 2025	Annual review – Addition of pupils who need a social worker

People Responsible:	Headteacher Governing Body
Reviewed date:	September 2025
Next review date:	September 2026

Mission Statement

At Holy Cross Catholic Primary School, we learn about ourselves and about the world.

We grow in faith,

we act with kindness, generosity and love to ourselves and others. We live life to the full and have a future full of hope.

1. Introduction and purpose

The purpose of our policy is to:

- promote and sustain the highest standards of behaviour from all members of the community so we can all work and learn in a friendly, safe, caring and ordered environment;
- to create a clear structure of rewards and consequences, communicating this to all members of the community;
- to develop an ethos of success for all.

The success of our policy rests on the agreed understanding that behaviour is the shared responsibility of all. In order to uphold our values, rewards and sanctions need to be consistently applied by all staff to all young people in our care.

1.1. Aims

We aim to foster an ethos that, through encouragement, praise and reward for appropriate and responsible behaviour, reflects the principles outlined in our vision statement.

As a school we aim to: -

- provide a calm, safe environment in which all pupils can achieve their very best;
- develop self-confidence and self-esteem so that they will feel valued and supported by adults and by each other;
- recognise that each pupil is an individual with their own needs;
- help pupils to become aware of the needs of others and form good relationships;
- help our young people become considerate, courteous and respectful of other people and property;
- teach children the skills and attitudes needed to achieve and maintain positive behaviour;
- employ a consistent approach to behaviour throughout the school;
- involve parents in the good behaviour of their children and encourage them to support our code of conduct.

1.2. Whole school behaviour policy

Good behaviour and effective discipline are essential to the smooth running of our Catholic school. These help to promote a happy, caring and secure environment in which learning can take place and where there is respect between all members of the school community. Discipline involves a respect for oneself, others and property. It encourages tolerance, courtesy and consideration for others as reflected in the teaching of the gospels.

MT 22:37 Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind.' This is the first and greatest commandment. And the second is like it: 'Love your neighbour as yourself."

2. Legislation, statutory requirements and statutory guidance

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

Behaviour in schools: advice for headteachers and school staff 2022

3. Roles and Responsibilities

3.1. Responsibilities of the Headteacher

The headteacher is responsible for:

- reviewing and approving this behaviour policy;
- ensuring that the school environment encourages positive behaviour;
- ensuring that staff deal effectively with poor behaviour;
- monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils;
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully;
- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary;
- ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

3.2. Responsibilities of children:

- respect everyone's right to a safe environment;
- alert a member of staff to any inappropriate behaviour towards another child;
- treat other children and adults with respect;
- speak politely to other people;
- behave in a manner that is conducive to both their learning and that of those around them;
- to follow the agreed class rules.

Pupils will be made aware of the following:

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

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

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

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

3.3. Responsibilities of staff:

All members of staff, teaching and non-teaching are required to share the responsibility of guiding our children in their behaviour. Specifically, class teachers are responsible for employing effective classroom management strategies and delivering a differentiated curriculum using a variety of teaching styles. The headteacher is responsible for overseeing the implementation of this policy and **coordinating** this area, which includes identifying any training needs and issues as they arise. All staff use this policy so that a consistent approach can be achieved.

Staff should:

- be a good role model;
- follow the school's code of conduct;
- create a safe and pleasant environment, physically and emotionally;
- treat all children and adults with respect;
- praise children's efforts and achievements;
- explain to children what they should have done or said when they get it wrong;
- establish and maintain clear boundaries of acceptable pupil behaviour;
- implement the behaviour policy consistently;
- communicate the school's expectations, routines, values and standards through teaching; behaviour and in every interaction with pupils;
- consider the impact of their own behaviour on the school culture and how they can uphold school rules and expectations;
- record behaviour incidents promptly;
- challenge pupils to meet the school's expectations.

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

3.4. Responsibilities of parents and carers:

- work in partnership and support the school to benefit their child's welfare and education;
- inform the school of any issues or concerns that may affect their child's behaviour or emotional wellbeing;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- make their child aware of inappropriate behaviour;
- encourage independence and self-discipline;
- get to know the school's behaviour policy and reinforce it at home where appropriate
- support their child in adhering to the school's behaviour policy;
- discuss any behavioural concerns with the class teacher promptly;
- take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions);

- raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school;
- take part in the life of the school and its culture.

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

3.4.1. Parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of issues as relevant. If there are issues at home e.g. change/loss of job or the loss of a family member or pet, parents should inform the class teacher, who is the key professional in this process of communication.

Early warning of concerns should be communicated to the headteacher so that strategies can be discussed and agreed before more formal steps are required. If parents are concerned, it is essential that they communicate this with the school.

They can do this by contacting:

- the class teacher;
- the phase leader;
- the SENDCo
- the deputy head teacher
- the headteacher

Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in engaging with the Early Help process, and any further disciplinary action will be discussed and communicated clearly. Please see the link below for further information about this process: [Swindon Local Offer - Early Intervention Youth and Community and Graduated Response](#)

If the school is concerned about a child's behaviour, parents will be informed. This may be through verbal communication at the end of the school day, an email, telephone call or through a face-to-face meeting. Any reported matter is normally dealt with through a series of meetings and discussions, including pupil and staff accounts that were relevant.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of our school's life is encouraged and this assists the development of positive relationships. The school may contact parents to seek support when dealing with behaviour and if a satisfactory outcome is not reached, the issue will be escalated to the governors who will decide on next steps. This may include a letter to invite parents to meet with staff and governors so that everyone can work together.

3.5. The Governors

The governors will monitor the impact of the behaviour policy and practice.

4. School rules and routines

4.1 School rules

As a Catholic School, all adults in school are expected to actively follow and live out our mission statement:

Learn, Grow, Love, Live
At Holy Cross Catholic Primary School we learn about ourselves and about the world,
We grow in faith, we act with kindness, generosity and love to ourselves and others. We
live life to the full and have a future full of hope.

The mission statement reflects how the family of Holy Cross Primary School is to conduct itself at all times. All communication and interaction between members of the family of Holy Cross - staff, children, parents, carers and visitors - must reflect our mission statement.

Further Reading: Appendix 1 – Unacceptable Behaviours

4.2. Classroom routines

Each teacher is advised to begin the new school year establishing with the children a set of class routines that will encourage positive behaviour and assist in good classroom practice. It is recognised by the staff that working with the children gives them a sense of involvement in the structures put in place within their own learning environment and will encourage them to respect these more.

The classroom routines should be a reflection and/or development of the wider school values and ethos. Reference to these rules and the reasoning behind them should be a regular feature in assemblies and personal and social education lessons. Children should be familiar with expected patterns of behaviour.

The School Rules and Routines should help to keep children safe and happy. They need to be reviewed regularly to ensure that they are pertinent.

4.3. Outside the school

The headteacher will investigate reports of inappropriate behaviour in the local community outside of school hours.

4.4. Mobile phones

We recognise that mobile phones and other internet-enabled devices are part of everyday life for many children and that they can play an important role in helping pupils to feel safe and secure. However, mobile devices are capable of more than simply helping a child get in touch with parents at the end of the day. Therefore, it is incumbent upon parents to understand the capabilities of the phone/device and the potential use and mis-use of those capabilities. Holy Cross Primary School discourages children from bringing mobile phones to school if at all possible and other internet -enabled devices are not permitted, due to the potential negative issues that may arise, for example:

- mobile devices may be lost, stolen or damaged;
- mobile devices can prove a distraction to teaching and learning in school;
- they may provide a means of bullying or intimidating others;
- risks associated with sharing images and with posting digital images on the internet.

If it is necessary for a child to bring a mobile phone or other internet-enabled devices to school, for example those children who walk to/from school on their own, these will be kept in the office for the duration of the school day. Children need to drop their device at the office before entering the school site and collect it after leaving the site at the end of the day.

Children who bring a mobile phone or smart watch to school must sign an agreement alongside parents that they understand the rules of use of mobile/camera technology in school. If these rules are breached, this may result in further disciplinary action being taken.

5. Specific Behaviours

See Appendix 1 – Unacceptable Behaviours

5.1. Bullying and child on child abuse

See Safeguarding and Child Protection Policy and Anti-Bullying Policy

Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others. We promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice which follows Government Guidance:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Bullying incidents are recorded using CPOMS and monitored by the Headteacher.

The senior leadership team will work with home and the child to modify behaviour, engaging ELSA support or nurture group as necessary.

Anti-bullying week and our Relationships, Sex and Health Education (RSHE) curriculum develops pupil/students' understanding of healthy relationships, acceptable behaviour and keeping themselves safe.

Holy Cross Primary School has developed an RSHE programme adapted from the TenTen scheme in consultation with parents, staff and governors. This curriculum is broad, balanced and covers a range of safeguarding themes. It is progressive across the year groups.

E-safety is also taught in every year group and supported through visits from within both our local and the wider community. These might include: the local police, the Junior Good Citizen scheme and the NSPCC.

Children are encouraged to participate in groups that form and sustain the safeguarding ethos of school, such as the school council.

There is no legal definition of bullying. However, it is usually defined as behaviour that is:

- repeated;
- intended to hurt someone either physically or emotionally;

- often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

Bullying can happen to anyone. Bullying includes but is not limited to:

- verbal bullying;
- physical bullying;
- emotional bullying;
- sexualised bullying/harassment;
- prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
 - bullying related to race, religion, faith and belief and for those without faith;
 - bullying related to ethnicity, nationality or culture;
 - bullying related to Special Educational Needs or Disability (SEND);
 - bullying related to sexual orientation (homophobic/biphobic bullying);
 - gender based bullying, including transphobic bullying;
 - bullying against teenage parents (pregnancy and maternity under the Equality Act).
- bullying via technology, known as online bullying or cyberbullying;
- bullying related to physical appearance;
- bullying of young carers, children in care or otherwise related to home circumstances;
- bullying related to physical/mental health conditions;

Examples include:

Categories	Forms
Verbal bullying	Persistent teasing, name calling, taunts, threats, sarcasm, spreading rumours
Physical bullying	Pushing, pinching, punching, kicking, use of weapon
Emotional bullying	Exclusion (you're not playing with us), sending to Coventry, ridicule, humiliation
Sexual bullying	Unwanted, unwelcome physical contact, such as touching, bumping, grabbing, or patting. Sexually insulting remarks about race, gender, ability, or class.
Racial bullying	Racial, sexual taunts (making fun of customs, dress, music, accent, colour etc) graffiti, gestures,
Homophobic bullying	Use of the word 'gay' as a derogatory term. Taunting pupils by calling them words associated with homosexuality. Homophobic comments should be treated in the same way as racist comments
Cyber bullying	Inappropriate e-mail and/or text messages and use of social networking and messaging platforms such as WhatsApp

Others examples include:

Extortion bullying	Forcing someone to hand over money, sweets, crisps or valuables
Hiding bullying	Coat, books, shoes, PE kit or precious items go missing (from pegs, cloakroom, drawer, bags)
Bullying by gestures	Fists, sticking up two (or one) fingers, grimace, putting two fingers in mouth denoting physical sickness, give someone 'bad looks'
Spoiling things	Scribbling on class work, homework or destroying a game

Further Reading: Safeguarding and Child Protection Policy and Anti-Bullying Policy

Reporting procedures

The school's ethos encourages pupils to raise concerns with staff, knowing that they will be listened to, believed and valued. Our RSHE scheme of work, assemblies, classroom discussions ('circle time' for younger children) and the designated pupil notice boards in school, all remind pupils how to respond if they are worried about peer-on-peer abuse.

We create an atmosphere and environment where pupils can confidently report abuse, knowing their concerns will be taken seriously. Work around promoting 'trusted adults' is a live theme in circle times, classroom discussions, assemblies and RSHE sessions. Peer abuse is not acceptable, will never be tolerated and is not an inevitable part of growing up. Staff are trained in the types of child-on-child abuse and data from CPOMs is analysed to identify trends. In addition to a support framework, the school will respond to bullying as outlined in Choices and Consequences below.

Any report of child-on-child sexual violence or sexual harassment off-line or online, must be reported directly to the designated safeguarding lead (DSL).

Sexually abusive language or behaviour should never be treated as 'banter', an inevitable fact of life or an expected part of growing up. It is considered a high-level behaviour incident and is reported directly to the DSL and headteacher.

5.2. Racism

We will not tolerate racism in any form. Cases of racism will be reported to the headteacher and recorded. The headteacher will deal with such incidents. Parents will be informed and sanctions discussed with them. Refer to The Holy Cross Primary School 'Equalities Policy' for further details.

5.3. Behaviour online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents can occur both on and off the school premises.

Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying; the use of inappropriate language; the soliciting and sharing of nude or semi-nude images and videos; and sexual harassment, will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern.

5.4. Hygiene

Children will be taught how to wash their hands and will also be expected to use sanitiser to maintain good hygiene at set points throughout the day. Children will be taught the "catch it, bin it, kill it" for sneezing and coughing.

Tissues are readily available in classes. The child must dispose of used tissues in the class flip top bin and then wash their hands following the guidance. Children will be taught to avoid touching their mouth, nose and eyes. Children will be taught that to cough at, spit at or bite another person, will be taken very seriously, and be interpreted as an intention to cause harm. Any incident where a child spits, bites, or intentionally coughs towards another person be that a child or adult, could result in parents being contacted and the child being sent home.

Children are to bring their own labelled water bottle and this is not to be shared with anyone else.

5.5. Conduct around school

Children will be expected to follow guidance and will be supported in maintaining safe practices, where possible according to age, when socialising at school and moving around school. Children will be expected to walk sensibly to their play areas at break times, led by the teacher or LSP (Learning Support Partners).

5.6. Use of toilets

Children will be expected to join a queue outside of the toilet, if it is in use, and behave sensibly and safely. Each key stage will be assigned a specific toilet to use.

5.7. Playtimes, lunch breaks and P.E.

Children will be assigned an outside play area and equipment for their year group to use. Children should share and use the equipment respectfully. Lunch will be eaten in the hall and children are expected to be polite and show good manners at all times. All children are reminded of the following guiding principles:

- look after each other;
- try to include other children in your games;
- ask for help with a playground problem;
- no ball games before school;
- use equipment properly;
- line up at the end of break and lunch time in a quiet and orderly way;
- walk quietly and sensibly around school to and from class and the lunch halls.

Children should not be on the playground without adult supervision.

The midday supervisory assistants (MDSAs) are in charge of the management of behaviour during the lunch hour and follow the same procedures for good behaviour and consequence as stated in Section 6 and appendix 1. Children are praised for their politeness and good table manners in the dining hall and positive praise is used to reward good behaviour.

MDSA's and LSPs are a very important part of our school team and follow the codes of behaviour as the teachers.

Children will be expected to do their best to follow these rules. Where children are deliberately not keeping to rules they will be spoken to by their teacher. If the behaviour persists or is deemed to present a risk to anyone's health, a member of the Senior Leadership Team will be called to assess whether, according to our Risk Assessment, the child should remain in school. A discussion will be had with parents.

Further Reading: Appendix 1 – Unacceptable Behaviours

6. Responding to behavior

See Appendix 1 – Unacceptable Behaviours and Appendix 2 – Children's Graphs Consequences and Rewards

6.1. Rewards

The emphasis of rewards at Holy Cross Catholic Primary School is to reinforce good behaviour and also to have a motivational role in helping children to understand that good behaviour is valued. All school staff use a variety of rewards that might include:

- non-verbal gestures providing instant positive feedback on behaviour to the child;
- verbal praise, both informal and formal, public and private (to individuals and groups);
- motivational stickers;
- house points linked to our 4 houses;
- meeting another teacher/phase leader;
- recognition from Headteacher;
- recognition in Celebration Assembly.

The recognition of achievement is an important part of personal growth. We recognise that the measure of success is individual and ensure praise is not limited to academic attainment.

Children are encouraged to praise each other and celebrate success as a class. Children who engage in activities outside of school are encouraged to share their achievements during assembly time or when representing the school during out of school activities.

Rewards and sanctions are used in conjunction with school and class rules. We believe that the use of rewards are preferable to sanctions and assertive behaviour management strategies are used throughout the school.

6.2. Sanctions

Children should be dealt with calmly and firmly and the sanction should 'fit' the offence. It will generally have two steps: the first step is to stop the misbehaviour and the second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.

Adults set clear and consistent boundaries and there should always be a focus on positive relationships in the classroom.

Teachers should avoid raising the profile of children who are behaving inappropriately as this often leads to an escalation of poor behaviour.

If behaviour in class is consistently inappropriate, it will be recorded in a class behaviour book at the discretion of the class teacher. It is imperative that any sanction is applied fairly and the consequences fully explained. Consequences might include:

- non-verbal warning - a frown/look;
- verbal warning – discrete explanation of behaviour and possible consequence;
- second verbal warning;
- time-out within classroom area or designated area of playground for minor playtime incidents;
- removal of some playtime;
- time-out (sent to a different class) – to be sent with an adult helper if necessary.

Repeated minor incidents or a sudden change in behaviour pattern will mean that the class teacher should arrange an informal meeting with parents at this stage.

6.3. Consequences for serious level unwanted behaviour

If unacceptable behaviour is serious or persistent, it may be necessary to apply any or all of the following:

- the referral of the incident to the headteacher or deputy headteacher who will decide a course of action and refer back to the class teacher with a recommendation;
- logging of the behaviour and the action taken in CPOMS;
- phone call or letter to parents to make an appointment to visit the school to discuss unacceptable behavior.

A child and parent might be issued with a warning that unless the child's behaviour improves, a fixed term exclusion (i.e. for a named period) or a permanent exclusion might be invoked

Please note: Letters home or contact with parents because of unacceptable behaviour should only be carried out after consultation with the headteacher or deputy head.

6.4. Exclusions

See Exclusions Policy

The Headteacher, in consultation with the governors, has the right to exclude pupils if the need arises. Swindon Education Authority sets the criteria for this and when such an occasion does present itself, these guidelines will be followed. The decision can be made in respect of behaviour inside or outside of school. This is seen as a last resort by all, and would only take place if a gross act of misconduct was performed, or if all else has repeatedly failed. Parents would be well informed of the steps along which a child had proceeded to get to this stage and we would be working in very close contact with other agencies – e.g. the Educational Welfare Officer, Social Services or county support teams.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in an academic year) or permanently. A fixed period exclusion does not have to be for a continuous period.

Exclusions, whether fixed-term or permanent, may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the school's Behaviour Policy:

- physical assault against a pupil or adult;
- verbal abuse/threatening behaviour against a pupil or adult;
- bullying;
- racist abuse;
- theft;
- persistent disruptive behaviour;
- sexual misconduct.

This is not an exhaustive list and there may be other situations where the headteacher judges that exclusion is an appropriate sanction.

Further Reading: Exclusion Policy

6.5. Physical intervention

See Positive Handling Policy

The use of force or restraint is only deemed acceptable when the pupil:

- is at risk of injuring themselves or others;
- is at risk of causing damage to property;
- is engaging in behaviour that prejudices the good order or discipline of the school.

The headteacher will be informed of any incidents, they will be recorded and parents will be informed. Incidents will be handled in accordance with relevant government guidelines.

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 and reported to parents/carers.

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

It is the policy of Holy Cross Catholic Primary School that as many staff as possible are trained in the pre-emptive and responsive positive handling strategies and techniques of Team Teach, to complement the behaviour management approaches and strategies reflected in the school's Behaviour Policy.

Only members of staff in receipt of this training are authorised by the Headteacher to use reasonable force, as a last resort, to control or restrain pupils.

The staff at Holy Cross Primary School recognises that the use of reasonable force is only one of the strategies available to secure pupil safety/well-being and also to maintain good order and discipline.

Further Reading: Positive Handling Policy

6.6. Confiscation, banned item and Searching Pupils

The head teacher and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school. Only the headteacher and deputy headteacher respectively, have the right to search any pupil or pupil's belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list. If the pupil needs to be searched, two members of staff, from the ones named above, will seek cooperation from the pupil and both will be present for the search. Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned list include:

- alcohol
- illegal drugs
- stolen items
- knives
- weapons
- cigarettes, tobacco paper, e-cigarettes and vapes.
- pornographic images
- anything else perceived to pose a threat to pupils at the school.
- fireworks

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, or damage to property of; any person (including the pupil).

6.7. Discipline beyond the school gate

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- continued bullying of a pupil outside of school.
- use of cyber bullying outside of school
- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform.
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the school.
- behaviour that could adversely affect the reputation of the school.

6.8. Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher or safeguarding lead (DSL) will make the report.

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

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

7. Safeguarding

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

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

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

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

8. Children who give cause for concern

There may be times when individual children give cause for concern. It may be that this has reference to one particular aspect of their school life i.e. one area of school work or some specific behavioural problem. Sometimes, a change in home circumstances can affect the way a child performs/behaves at school and some incidents, such as a family bereavement, can temporarily cause concern. It is always helpful if parents can keep the school informed when circumstances change or alter, as even minor changes can affect children.

If concern persists, there are set procedures for staff to follow so that the correct help and support can be given.

Procedures for dealing with children who give cause for concern:

1. Teachers should speak to the child's previous teacher to see if this is repeated behavior.
2. An informal discussion between the class teacher and the parent should be held so that the concern can be shared.
3. With parental permission, a Graduated Response Record may be used to monitor and record behaviour support received by the child.
4. Regular reviews should take place and discussion between school and home so that successes might be shared and support evaluated.
5. If necessary, and after parental consultation, further assistance may be sought from the School SENDCo, or outside agencies e.g. the educational psychologist or behavior support team.
6. Regular reviews with all interested parties should take place.
7. All staff will need to be informed of any strategies or structured programmes that have been introduced for particular pupils.

9. Specific programmes for individual children

If a child continually behaves inappropriately on a regular basis, he/she might need an Early Help programme. The SENDCo will be involved in deciding a strategy that might include: achievable targets; additional and different strategies to help the child to achieve the targets; responsibility for implementation; parental involvement etc. Early Help will follow the guidelines of the Code of Practice and will be additional to and different from the whole school behaviour policy but they will remain within the general ethos of the School.

These adjustments may be temporary and are designed to meet the needs of the child. For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers.

9.1. Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviours are considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

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

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

When a pupil is identified as having SEND, the graduated approach is applied to assess, plan, deliver and then review the impact of the support being provided.

The SENDCo will be involved in deciding a strategy that will include: achievable targets; additional and different strategies to help the child to achieve the targets; responsibility for implementation; parental involvement etc.

Triggers of misbehaviour are anticipated and support is put in place to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

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

9.2 Adapting sanctions for pupils with SEND

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

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

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

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

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

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

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

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

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

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

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

10. Secondary transfers and mid-year arrivals

In preparation for transfer to KS3, our aim is that pupils in the Summer Term of Year 6 will be given opportunities, through the PSHE Scheme of Work, to develop strategies to help them cope effectively with the transition to secondary school.

Where necessary, extra support and induction will be provided for pupils who are mid-phase arrivals. These may be in the form of a friendship group or ELSA group.

11. Malicious allegations

See Complaints Policy

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

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

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

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

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

Further Reading: Complaints Policy

12. Links with other policies

This behaviour policy is linked to the following policies:

- exclusions policy;
- safeguarding policy and child protection;
- positive handling policy;
- anti-bullying policy;
- online safety policy and
- mobile phone policy

13 Pupils who need a social worker (including Children In Need, Children on a Child Protection Plan and Children Looked After)

Our approach recognises that pupils who have a social worker – including Children in Need, those on a Child Protection Plan, and Children Looked After – may have experienced or be experiencing Adverse Childhood Experiences (ACEs). These experiences can significantly impact a child's behaviour, emotional regulation, and ability to engage in learning. Staff must approach each child with empathy, understanding, and without bias or judgment. It is essential to consider each child's individual needs, possible triggers, and the impact of trauma when responding to behaviour. Our aim is to provide a safe, consistent, and supportive environment that promotes trust and emotional security, ensuring all pupils feel valued and understood.

Appendix 1 – Unacceptable Behaviours

Low level behaviours Make eye-contact Use a non-verbal prompt Verbal Warning – discrete explanation of behaviour and possible consequence	Running in school building Interrupting in class Not lining up quietly and sensibly Not sharing Wasting time Making noises in order to cause disruption Not listening to others Swinging on chairs Fidgeting/not listening
Medium level behaviours Non-verbal warning - a frown/look Time-out Removal of 5/10 minutes of playtime Time-out (sent to a different class) – to be sent with an adult helper if necessary. The Teacher should speak to the parents at the end of the school day or as soon as possible. Speak to SENDCo for strategies to support pupil's mental wellbeing	Inappropriate talk Destroying others' work Taking things that don't belong to you Throwing resources Damaging property Rough play Pushing/shoving Chewing gum Unkind remarks Misuse of toilets Tone of voice Teasing Lying to adults Repeated wrong uniform wearing Drawing on things you shouldn't
Medium / High level behaviours Should any of these incidents occur they must be recorded and reported as soon as possible. A meeting is to be arranged to discuss an incident.	Throwing food Leaving class without permission Bad language/gestures/name calling to a child Refusal to follow instructions Dangerous play Hurting another child Stealing Deliberately spitting on another child or member of staff Deliberately coughing on another child or member of staff

<p>High level behaviours</p> <p>Incidents are very serious and could lead to an exclusion</p> <p>Should any of these incidents occur they must be recorded and reported immediately.</p> <p>A meeting is to be arranged to discuss an incident.</p>	<p>Intended violence to another</p> <p>Repeated stealing</p> <p>Bullying</p> <p>Fighting</p> <p>Graffiti or vandalism - The intentional destruction of school property</p> <p>Inappropriate touching</p> <p>Walking out or away from school without permission</p> <p>Any use of language or physical act that discriminates against another for their gender, sexual orientation, religion, belief, colour, race, nationality, ethnic or national origin</p> <p>Directing bad language at an adult</p> <p>Any improper sexual behaviour</p> <p>Any behaviour that could be deemed to be a racist incident</p>
<p>Severely high level behaviours</p> <p>Incidents are very serious and are highly likely to lead to an exclusion</p> <p>Should any of these incidents occur they must be recorded and reported immediately.</p> <p>A meeting is to be arranged to discuss an incident.</p>	<p>Any verbal or physical aggression towards a member of staff</p> <p>Any transgression of school protective measures, such as coughing or spitting at someone, or biting, to intentionally cause harm Injury requiring doctor/ambulance Malicious serious damage</p> <p>Theft from people outside of school</p> <p>Extreme behaviour away from school – e.g. on a trip or before/after school</p>

No list of behaviour is exhaustive. There will always be variations and degrees of behaviour and teachers need to exercise their own professional judgment.

Certain factors that need to be taken into consideration are:

- a) the seriousness of the incident;
- b) the child's background;
- c) the frequency of the behavior;
- d) the context within which the behaviour occurred.

When dealing with unacceptable behaviour, a positive approach should always be endorsed and the child should always be given the opportunity to put right what is wrong.

The child should be helped to understand that it is the behaviour that is considered to be wrong - not the person.

Persistent offenders should have their behaviour logged on CPOMS in case further assessment or support is required.

The senior leadership team are there to assist should any behaviour seem to require their intervention and colleagues should also support each other in this way.

Parents need to be informed about what constitutes unacceptable behaviour

Appendix 2 – Children’s Graphs Consequences and Rewards



