

Behaviour policy and statement of behaviour principles

Children learn what they live...

If children live with criticism...they learn to condemn
If children live with hostility...they learn to fight
If children live with ridicule...they learn to be shy
If children live with shame...they learn to feel guilty
If children live with tolerance...they learn to be patient
If children live with encouragement... they learn confidence
If children live with praise...they learn to appreciate
If children live with fairness... they learn justice
If children live with security... they learn to have faith
If children live with approval... they learn to like themselves
If children live with acceptance and friendship... they learn to find love in the world

RATIONALE

At Thingwall Primary School we believe that all members of the school community are of equal value.

We wish the children to be part of a community in which they can grow socially, personally, emotionally and academically.

The way children behave towards each other and towards adults, combined with their attitude to work, has a direct bearing on the ability of the school to function effectively and deliver a quality curriculum.

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- To create a climate of self-respect and self-discipline that encourages children to take responsibility for their own actions and ensures effective learning and teaching can take place.
- To ensure that all members of the school community respect and value each other's contributions to school life.
- To encourage a feeling of respect, value and pride in the school building, environment and the resources contained within it.
- To support pupils to develop the skills needed to take responsibility for poor conduct and to manage and self-modify their own behaviour.
- To establish a framework for staff to problem solve that focuses more on positivity, rewards and relationships than sanctions and negativity.
- Ensure that the reputation of Thingwall Primary is positive in the local and wider community.
- To fulfil the governors' duty of care to all students and staff, enabling all to feel safe, respected and valued.

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- 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 give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor learning behaviours (non-completion of set work, disruption of others)
- Poor attitude towards their learning
- Lack of respect for other learners and adults in and around school

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying (STOP)
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. 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. We teach **STOP** with regards to bullying – Bullying is **Several Times On Purpose**.

Bullying is:

- 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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ● Racial ● Faith-based ● Gendered (sexist) ● Homophobic/biphobic ● Transphobic ● Disability-based 	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 performance, 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

Strategies To Prevent Bullying Behaviour

Children are encouraged to behave in a caring manner whilst in the school environment. We aim to prevent the occurrence of bullying behaviour by giving the children the strategies and skills to deal with any situation they may encounter. The kind of behaviour we expect in school is recognised and reinforced by everyone. A consistent whole school approach to bullying behaviour is part of the ethos of this school. The aims of this policy are actively promoted in school assemblies, collective worship and circle time. The curriculum areas of SEAL, PSHE, spiritual and moral education and speaking and listening reinforce the views held on bullying behaviour. CEOP resources are used to support prevention of cyber-bullying.

As a staff, we will monitor the children for signs which are often associated with incidents of bullying behaviour by others:

- deterioration of the standard of work
- a desire to remain in school at playtimes and lunchtimes
- a wish to remain in the company of adults at playtimes and lunchtimes
- attendance problems with no specific medical cause.

From time to time bullying is discussed openly e.g. during assembly, curriculum time or Circle Time. Children are clearly reminded that bullying in any form will not be tolerated.

Pupils at Thingwall have contributed to and discussed the following code:

Code for Beating the Bullies

- You are not expected to put up with bullying behaviour by other people.
- If you feel you are being bullied or are unhappy about someone else's behaviour, tell an adult **IMMEDIATELY**.
- Remember the adults in school are here to help you.
- Share the problem with your friends if you want to.
- If your friends are bullying, don't play with them because you might find out you are doing the same.
- Friends should not bully you into doing something you know is wrong.
- School wide 'Not to be a bystander' promise.

Procedures when an incident of bullying behaviour is reported

All staff should respond immediately to any reported incident.

All action will occur within the context that bullying behaviour is unacceptable and will not be tolerated.

The member of staff to whom the incident is reported should make the initial investigation and report the allegation to senior staff without delay. Children involved in bullying others may feel justified in their actions and may be reluctant to admit them. Some children make false allegations of bullying behaviour against other children to get them into trouble. We would seek to use our special relationship with the children to encourage honest and direct discussion.

If the incident is not too serious or is a first-time incident, a problem-solving approach may help. Staff would seek to remain neutral and deliberately avoid direct closed questions which might be perceived to be accusatory and interrogational in style. Each pupil should have the opportunity to talk and the discussion would seek to find a solution to prevent the behaviour from recurring. Staff would aim to help pupils to find their own solution to their particular disagreement and help put their solution into practice. Regular follow-up meetings with pupils would be arranged, if necessary, to see whether the solution has been effective or not.

Sanctions can be useful in responding to one-off incidents of unkind behaviour, e.g. a reprimand or loss of privilege. An apology from the alleged bully should be sought. This would usually be a face to face apology but may be a written apology if the alleged victim prefers.

As previously stated, all incidents and accusations of bullying behaviour should always be brought to the attention of the Headteacher or, in the absence of the Headteacher, the Deputy Headteacher. All allegations

of bullying are noted and kept by the Headteacher on our central system. This information is monitored by the Headteacher and shared with the Leadership Team as appropriate. It is essential that in cases of serious and consistent bullying, parents of both parties are involved from the outset when the problem becomes apparent.

When it is not possible to resolve the situation with the co-operation of parents, it may be necessary to seek help from outside agencies. Such agencies might be as follows:

- ESWO
- Schools' Psychological Service
- Child and Family Support
- Neighbourhood Police Officer
- Pastoral Support
- CAMHs
- Other helpful agencies e.g. The Hive

Any possibility of exclusion from the classroom/school (either fixed term or permanent) will follow procedures laid down in the LA policy on suspensions and exclusions.

Any incidents of bullying will be recorded on CPOMS as per the MAT agreed recording methods. Records are maintained of all instances of alleged bullying, actions undertaken and outcomes, even if the pupil moves on to another school.

The number of bullying incidents is reported to Governors/Trustees once a term and the analysis of questionnaires which include questions in relation to behaviour and children's safety in school are shared with governors, trustees, MAT leadership team and parents annually.

The parents of the victim will be fully informed of the ways in which the incident is dealt with, and of the support that will be given to their child after the incident. In dealing with the bullying incident in such a clear, thorough and immediate way, it is hoped that the victim will feel that his/her feelings and safety is paramount to the staff at the school. Further support will be given to the victim in the form of regular monitoring by his/her class teacher, which will be detailed in the plan agreed between the child, parents, senior member of staff and Headteacher. The child will be made fully aware of the support available to him/her.

Examples may include:

- observation of the child in both the classroom and playground environment,
- a diary shared with the senior member of staff about his/her feelings
- a buddying system with another supportive child
- a self-esteem book to rebuild self confidence
- Support from the Emotional Literacy Support Assistant (ELSA) resources

Where bullying is substantiated, appropriate measures will be taken to reduce the chances of it recurring.

Bullying will not be eradicated unless the behaviours of the bullies are changed. In the first instance, efforts will be made to help the bully recognise why their behaviour is unacceptable and they will be offered help to modify that behaviour. This will include trying to understand why the pupil has bullied, so that recurrence can be prevented.

Training for staff is kept current and meaningful and fed back to whole school staff in staff meetings. The headteacher and Computing lead have attended specific CEOP training and feed back to staff and parents re e-safety and cyber bullying. Relevant anti-bullying workshops and training for staff takes place throughout the year and relevant websites, materials, national training such as CEOP are signposted.

5. Roles and responsibilities

5.1 The governing board

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

5.2 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 poor behaviour
- Monitoring that the policy is implemented by staff consistently with 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 (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils, ensuring adequate adaptations are in place for disadvantaged pupils, pupils with SEND and other vulnerable pupils to ensure all 'have a voice'.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently, using the Paul Dix approach
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS on accordance with the MAT recording information policy
- Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

- 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
- 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 misbehaviour (for example: attending reviews of specific behaviour interventions)
- 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 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.

5.5 Pupils

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

- 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 standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions 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.

6. School behaviour curriculum

Pupils are supported to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly and safely around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Be Ready, Respectful and Safe at all times

Where appropriate and reasonable, adaptations may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

BENEFITS OF GOOD BEHAVIOUR

We aim for staff, parents/carers and children to work together in partnerships that will enable **Children to:**

- understand what good behaviour means
- learn to care for one another
- learn the value of friendship
- develop self confidence
- do as well as possible in their school work

- understand how their behaviour can affect other people in their own and the wider community
- understand the need to be polite at all times
- act as role models to peers and younger children

Staff will:

- promote good behaviours such as calmness, courtesy, positivity, empathy and consistency
- promote the MAT core character values of **Collaboration**, **Citizenship**, **Inspiration** and **Expression**
- model effective practices such as the restorative approach, reflective practice and equity
- establish positive working relationships with all pupils and parents
- welcome parents and carers into school to discuss pupil's emotional health and well-being and behaviour
- remember they are the adult and, as such, to model and promote the Professional Standards required from all members of staff at all times
- show commitment to our core service values
- remember everyone is an individual and, as professionals, it is our behaviour that sets the example for others to follow
- make adaptations in expectations and related sanctions according to pupil's personal circumstances

Parents/Carers will:

- feel confident that their children are growing socially, emotionally, personally and academically
- work closely with the school
- support any rewards/sanctions promoted by the school
- feel welcome in school to discuss their children's behaviour

THREE SCHOOL RULES

In Thingwall Primary School we have adopted the three rules inspired from 'When the Adults Change, Everything Changes' by Paul Dix.

- Be Ready
- Be Respectful
- Be Safe

These rules can be applied to all expected behaviours inside and outside of the classroom. Children have discussed with their class teachers the expectation for behaviour and behaviours which would be seen as working outside of our school rules.

Our Values Curriculum is underpinned by our Art of Brilliance Outstandingly Happy Status whereby we encourage all members of the school community to...

- Choose to be Positive
- Have Personal Responsibility
- Develop Bouncebackability
- Understand their Impact
- Celebrate Huge Unbelievably Great Goals

CLASSROOM CODE OF CONDUCT

The promotion of good behaviour within the classroom is encouraged by all class teachers and support staff. At the beginning of each academic year, the class teacher will work with the children to compile a classroom set of expected behaviours linked in with the three School Rules. These will then be prominently displayed within the classroom and adhered to. The classroom code of conduct should be centred in the three School Rule rules but, obviously, will be tailored to meet the needs, expectations and age of the children.

It is recognised that not all children will follow the rules and in support of the Paul Dix method, staff will follow the steps to sanction. Steps will be recorded by class teachers on a weekly class sanction sheet and collected in by SLT to monitor.

	Step	Action
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1.	Remind	A reminder of the three simple rules; Ready, Respectful, Safe. Are you showing you ready to learn? Is that a responsible way to use our resources? Stop, that's not safe for you or others.
2.	Caution	A clear verbal caution delivered privately, if possible, clearly outline your consequence for the action (start of sanction process) Use the phrase 'Think carefully about your next choice'. I need you to begin your work otherwise you will have to finish it off later. Think carefully about your next choice. I need you to stop shouting at your friends and be kind otherwise you will have to play elsewhere. Think carefully about your choice.
3.	Last chance	Speak to the child privately and give them their last chance to engage. Offer a positive choice to do and refer to examples of previous good behaviour. Use the 30 second script intervention . Circle 1 by name on sanction sheet.
4.	Sanction/ Time out	This might be spent outside the classroom, thinking spot or quiet area. It is time for the child to reflect on their behaviour, calm down, breathe and have time to look at the situation from another perspective. Circle 2 by name on sanction sheet.
5.	Sanction	Teacher sanction- (e.g. classroom break time out) Circle 3 by name on sanction sheet and class teacher to contact parents.
6.	Sanction and escalation	Send to Key Stage Lead – time out for break + teacher to contact parents + CPOMS LOG Circle 4 by name on sanction sheet and class teacher and Key Stage Lead to contact parents
7.	Escalation	Send to HT and HT to contact parents. HT to discuss next steps with class teacher+ CPOMS LOG Circle 5 by name on sanction sheet and class teacher to hold a meeting with parents and HT.
8.	Repair	This is after a sanction (Step 4-7) and when the child has had time to think on their actions. Use the restorative conversations to guide you.

30 Second Script Intervention

When addressing challenging behaviour, staff follow an age appropriate 30 second script intervention to structure conversation and redirect focus to expected behaviours. Below is an example of a 30 second Script Intervention used within School.

- I notice you are.....
- It is the rule about (staying safe/being ready/being responsible) that you are not following.
- You have chosen to.....
- I know you will.....
- Do you remember last week when you POSITIVE EXAMPLE OF THEIR BEHAVIOUR?
- That is who I need to see today....
- Thank you for listening. (Give the child some 'take up' time)

- Parents may be involved informally at an early stage by the child's class teacher. For instance, if a child repeatedly needed a 30 second script intervention.
- Persistent or serious poor behaviour results in parents discussing the problem with the Headteacher and, if appropriate, a specific behaviour plan may be developed and other outside agencies may become involved with the help and guidance of the SENDCo.
- Additional sanctions (such as loss of privileges) will be considered for persistent or serious poor behaviour.

Repair with Restorative Questioning

After a child has received a sanction for misbehaviour, a restorative conversation allows staff to support children to understand the impact of their actions and reflect on how to move forward and make a positive change.

Staff use these questions to help structure their interaction and keep a focus on improvement.

1. **What happened?**
2. **What were you thinking at the time?**
3. **What have you thought since?**
4. **How did this make people feel?**
5. **Who has been affected?**
6. **How have they been affected?**
7. **What should we do to put things right?**
8. **How can we do things differently in the future?**

6.1 Mobile phones

- Pupils are not allowed to have mobile phones with them on-site.
- For those pupils who need a phone for safety purposes, these are handed in on arrival to school and are stored in the office
- Pupils can turn their phones on at the end of the school day once they have left the premises
- There will be exceptions to the rules for medical or personal reasons, as agreed by the HT or DHT in exceptional circumstances
- School will not accept liability for the loss, theft or damage of mobiles phones

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 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

7.3 Responding to good behaviour

When a pupil's behaviour meets 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 ethos.

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

Positive behaviour will be rewarded with:

Recognition Board:

Each classroom will have a Recognition Board clearly displaying children who have gone 'Over and Above' the expectation of behaviour and deserve recognition of effort and achievement.

Team Points/DoJos:

All pupils are organised into four house teams, Romans, Saxons, Normans and Vikings, and will be awarded team points/DoJos for good work or good behaviour. These points are collected each week by the house captains and totals are announced weekly in Good Work Assembly, with a half termly reward of a non-uniform day. A chart is kept in the hall and a cup is awarded at the end of every half term to the winning team.

The Whole School:

Whole school rewards (of which there are many) may involve Certificates, Shields, Star of the Day, Stickers, Positive Pom Poms, Midday Awards, Cups and Stamps.

The school recognises positive achievements in all aspects of school life by awarding Lord Ragnar certificates of excellence, a visit to the Headteacher for a school logo stamp for both work and behaviour, and the Citizenship Award for an individual who has shown particularly positive qualities in some aspect of school life. Certificates are given to all those who take part on sports day demonstrating key school and MAT character values. The House Sports Shield and House Team Shield recognise teamwork and sportsmanship.

In addition to these whole school rewards, staff also implement their own classroom behaviour strategies (table points, champion table of the week, star of the day, positive pom poms, marbles in a jar, raffle tickets, critical incident diaries, stickers, stamps and homework super-star awards).

Golden Tickets

At the start of every week, each adult in school is issued with Golden Tickets. These tickets can be distributed throughout the week for any child displaying good behaviour skills. The tickets collected will be displayed in the classrooms and collected in at the end of every week by Year 6 pupils. The winning class will be presented with a suitable reward at the beginning of the following week, such as an additional playtime.

Play Leaders

Year 6 children are encouraged to volunteer for Play Leader positions. They are interviewed and trained in basic playground games as well as procedures to follow if a child has an accident. Play Leaders assist key stage one duty teachers and lunchtime staff every day. See timetable in Year Six classroom.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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 behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil 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 and reported to parents/carers and CPOMS

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.

7.6 Confiscation, searches, screening

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

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.

The authorised member of staff carrying out the search will have another member of staff present as a witness to the search.

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 pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, 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 pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil 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 pupil the opportunity to ask questions
- Seek the pupil's co-operation

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

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) / pastoral lead, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil 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 in

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

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 pupils' possessions

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

- Desks/Trays
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil 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 pupil 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 in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). 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 pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

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

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

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

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

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

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

7.9 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, deputy headteacher or a member of SLT 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.

7.10 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.

Pupils 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.

7.11 Malicious allegations

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 further support, 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 and safeguarding policy, our low level concerns policy and our peer on peer policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

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

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils 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 pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the key stage lead/DHT/HT and will be removed for a maximum of half a day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher or the deputy head teacher.

Pupils 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 pupil 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 pupils who are frequently removed from class such as:

- Meetings with pastoral counsellors
- Use of teaching assistants

- Short term behaviour report cards/sticker charts/home school book
- Long term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS and the class rule reminder sheets (submitted to the HT/DHT weekly)

8.3 Suspension and permanent exclusions

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

The decision to suspend or exclude will be made by the headteacher and only as a last resort. The LA guidelines for suspensions and exclusions will be adhered to and advice must be sought from the MAT before proceeding.

In cases where there are serious discipline problems the headteacher may have no option but to consider pupil exclusion. We consider this to be an extreme measure and will avoid it if at all possible. Where appropriate, we prefer the option of internal exclusion. This involves a formal letter to parents and a child spending the day working away from their classmates. Details are contained in the school's Exclusion Policy. Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil. These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil 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 pupils can regulate their emotions during a moment of sensory overload

Where children have a behavioural disability or a concentration deficit such as children with **Autism Spectrum Disorder** (ASD) or **Attention Deficit Hyperactivity Disorder** (ADHD or ADD), the curriculum and provision for these children is modified further in order that they can access the curriculum more effectively. For example: The learning environment, routines of the day, time out, quiet areas and altered boundaries will be incorporated

to help the individual feel comfortable in their learning. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. However, to maximise learning, we also provide whenever possible:

- extra support within the classroom setting;
- small group and/ or in a one-to-one situation outside the classroom with a Support Assistant or teacher;
- working with children of a similar ability but of different chronological ages;
- support for homework within school

9.2 Adapting sanctions for pupils with SEND

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

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is 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 (SENDCO) 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 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

<https://localofferwirral.org/education-health-and-care-plans/>

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

- Reintegration meetings
- Daily contact with the pastoral lead/key stage lead/DHT/HT
- A report card/sticker chart with personalised behaviour goals
- Restorative conversations

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

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

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint/positive handling
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

We hope that our Values led approach will minimise the occasions on which sanctions are used and that all involved in the Thingwall Primary School community will work together to maintain a happy and successful school

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

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

The data will be analysed every week by HT/DHT.

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 pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Governing Body

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body annually.

14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Low Level Concerns Policy
- Acceptable Usage policy
- Prevent
- Managing Allegations against Staff
- SEND
- Peer on peer

“Be the reason someone smiles today”

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The suspensions and exclusions policy explains that suspensions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The local governing board 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 Thingwall Primary School's Governing Body annually.