Mulberry
Canon Barnett Primary

Behaviour Policy

Approval Body:	Mulberry Wood Wharf and Mulberry Wood Wharf Primary LGB
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'Respectful…
Responsible…
Ready to Learn'

Mulberry
Canon Barnett Primary

Mulberry Canon Barnett primary (MCBP) is committed to creating an environment where excellent behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our values with a heavy emphasis on high expectations, respectful behaviour and positive interventions that support staff and pupils. As members of MCBP we live by our expectations of being ***'Respectful, Responsible and Ready to Learn'***

Aims, mission, motto, vision and expectations

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-Our mission: Outstanding Achievement for all-Excellence Everywhere
- Build a community which values trying our best, being kind and looking after each other-Our school motto: Try our best, be kind, look after each other
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the mission, motto and expectations of the school-Our School Expectations: Respectful, Responsible, Ready to Learn
- Promote community cohesion through positive relationships at the heart of our work
- Outline the expectations, choices and consequences
- 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

Our mission

Outstanding Achievement for All-Excellence Everywhere

Our vision

We believe that every child can achieve great things. Children are at the heart of everything we do, and we are unwavering in our commitment to inclusion, equity and high expectations, so that every child feels they belong, knows they matter and is supported to succeed. Our curriculum is built on strong foundations of essential knowledge, skills and values. It is ambitious, carefully planned and inclusive, enabling all children—regardless of background, starting point or need—to develop confidence, resilience and a love of learning. High-quality teaching, appropriate challenge and targeted support ensure that all children make progress and are well prepared for the next stage of their education. Personal development runs through our curriculum. We nurture kind, confident and responsible young people who respect others, value difference and stand up for fairness and equality. We teach children to look after their wellbeing, build positive relationships and live out the fundamental British values that help us live well together. We raise aspirations and prepare children for the future by helping them believe in themselves and their potential. Through meaningful learning experiences, children develop independence, strong character and the confidence to use their voice, make positive choices and contribute to their communities and the wider world.

Our motto

Try our best...be kind...look after each other

Our school expectations

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principles set out the expectations, core and flexible routines and visible consistencies that all children and staff follow. It is evidence-informed, including the work of Paul Dix.

''When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.'' Paul Dix, Pivotal Education

We have three school expectations:

- Be respectful

- Be responsible
- Be ready to learn

Our MCB Way
Each class creates their own MCB that incorporates our mission, motto and school expectations to give meaning to their lived experiences in school

Legislation, statutory requirements and 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
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- https://www.gov.uk/government/publications/school-exclusionSuspension and permanent exclusion from maintained schools, academies and pupil referral units
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance, which explains that academies should publish their behaviour policy and anti-bullying strategy

Roles and responsibilities

The board of trustees:
The board is responsible for monitoring the effectiveness of this behaviour policy and holding the local governing body to account for its implementation.

The local governing body:
The local governing body is responsible for overseeing the implementation of this behaviour policy in the school.

The headteacher and the senior leadership team:
The headteacher and senior leadership team is expected to:

- Ensure the school mission, motto and expectations underpin all aspects of school improvement and are a regular feature of meetings, briefings, training and discussions
- Be visible around the school
- Regularly recognise and celebrate staff and pupils whose efforts go beyond expectations
- Encourage use of positive praise, notes home, certificates and other positive ideas
- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with concerning behaviour
- Monitoring how staff implement this policy to ensure rewards and consequences 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 aims, mission, motto, vision and expectations 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, staff - so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff

Staff are expected to:

- Create a calm and safe environment for pupils
- Meet and greet pupils at the classroom door each morning
- Use pupil's names when interacting with them
- Positively acknowledge all pupils and adults that they come into contact with throughout the school day
- Refer to being 'Respectful, Responsible and Ready to Learn' and teach and model what this looks like and means in practice for all areas of school life
- Refer to our school motto of 'Try our best…be kind…look after each other' and teach and model what this looks like and means in practice for all areas of school life
- 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
- Model expected behaviour and positive relationships
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Recognise hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Consider the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Use de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Record behaviour incidents promptly
- Challenge pupils to meet the school's expectations
- Recognise positive behaviours as a default approach and celebrating positive behaviours with individuals, families and whole classes

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

Members of staff who manage behaviour most effectively:

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by pupils
- Demonstrate unconditional care and compassion

Children want staff to:

- Be kind and friendly.
- Make sure everyone is helped.
- Listen to every side of the story before deciding what to do
- Be happy
- Respect them

Parents and carers

Parents and carers are expected to:

- Get to know the school's behaviour policy and culture 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, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

We prioritise building strong, positive relationships with parents and carers, recognising that partnership is at the heart of supporting every child's success. We work closely with families, keeping them informed about their child's behaviour and our approach, and we collaborate openly and respectfully to address any concerns together.

Pupils

From the very beginning of their time at our school, pupils are supported to understand our behaviour culture through clear routines, consistent adult modelling, and strong, positive relationships. Our expectations are simple and consistent: pupils are **Respectful, Responsible and Ready to Learn**, and we live by our school motto to **"Try our best, be kind and look after each other."** These values are taught, modelled and reinforced daily so that children understand what they look like in action across all aspects of school life.

Rather than focusing on rules in isolation, we help pupils understand that our approach is about creating a safe, kind and supportive environment where everyone can learn and thrive. Adults use calm, consistent language and positive reinforcement to show what Brilliant Behaviour looks like, while Bothering Behaviour is addressed early and predictably so pupils know how to reset and make positive choices.

We teach and revisit our routines regularly so that all pupils feel confident and secure in meeting expectations. Recognition of positive behaviour is used consistently to celebrate children who are being **Respectful, Responsible and Ready to Learn**, and who demonstrate our motto by trying their best, being kind, and looking after each other.

Pastoral support is available for any child who needs additional help in meeting expectations, ensuring that support is always in place to help pupils succeed. This is rooted in strong relationships, trust, and consistency, with adults working alongside children to remove barriers and build confidence.

Where needed, pupils are given additional opportunities to revisit and practise expectations through supportive sessions, helping them to feel settled, secure and successful in school routines.

We also value pupil voice and regularly listen to children's experiences of school life. This feedback helps us to reflect on and strengthen our behaviour culture so that it continues to reflect our values and meet the needs of all pupils.

For pupils joining us at different points in the year, we provide a warm and structured welcome, ensuring they quickly understand our expectations, routines, and ethos so they feel a strong sense of belonging from the start.

Pupils are expected to:

- Be Respectful, Responsible and Ready to Learn in all aspects of school life
- Live by our school motto: "Try our best, be kind and look after each other"
- Show brilliant behaviour by making positive choices, following instructions, and contributing to a calm and positive learning environment
- Understand that bothering behaviour will be addressed early and calmly so they can reset and succeed
- Understand that bullying behaviour is wrong and will not be tolerated
- Take responsibility for their actions and learning, with the support of adults in school
- Treat everyone with kindness, care and respect, helping to create a safe and supportive school community
- Follow agreed routines and expectations so that everyone can learn without interruption
- Accept support and guidance from adults when needed, knowing that staff are here to help them succeed

Definitions

The school uses the following definitions for behaviour as a means of teaching children how to recognize different types of behavior and empower pupils to take positive action.

Brilliant Behaviour

Brilliant behaviour is when pupils consistently meet our school expectations and go "above and beyond" in how they act and learn. This includes showing kindness, respect, and readiness to learn and contributing positively to the classroom and wider school community. Brilliant behaviour is noticed, named, and celebrated consistently by all staff.

Bothering Behaviour

Bothering behaviour is behaviours that can affect learning or relationships and make it harder for everyone to feel ready to learn, such as talking over others, calling out, distracting peers, needing support to follow instructions, as well as everyday friendship and peer difficulties like disagreements, fallings out, or challenges with sharing and turn-taking. We respond calmly and consistently, using clear reminders and predictable consequences to reset behaviour, while always maintaining positive relationships and a fresh start for the pupil.

Bullying Behaviour

Bullying behaviour is repeated, intentional behaviour that is hurtful and involves a power imbalance. This may

include physical, verbal, or emotional actions, as well as online behaviour. We recognise, record, and respond to all incidents of bullying seriously and consistently. Support is provided for both the victim and the child displaying the behaviour, with clear boundaries, restorative approaches where appropriate, and involvement of families and wider agencies when needed.

Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Emotional bullying is when someone repeatedly and intentionally uses words or actions to hurt, exclude, or upset another person, which is different from occasional friendship disagreements or fallings out that are not ongoing or deliberate
Physical	Physical bullying is when someone repeatedly and intentionally uses physical actions, such as hitting, kicking, pushing, or damaging belongings, to hurt or upset another person, which is different from accidental contact or one-off incidents that are not deliberate or ongoing
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Prejudice-based or discriminatory bullying is when someone repeatedly and intentionally uses words or actions to hurt, exclude, or treat someone unfairly because of who they are (for example their race, faith, gender, sexual orientation, gender identity, or disability), which is different from one-off comments or misunderstandings that are not deliberate or ongoing.
Sexual	Sexual bullying is when someone repeatedly and intentionally uses words or actions about bodies or private parts to make another person feel uncomfortable, embarrassed, or unsafe—such as making inappropriate comments or gestures, sharing or showing sexual images, unwanted physical contact, or talking about someone in a sexual way—which is different from one-off mistakes or age-appropriate curiosity that is not deliberate or ongoing
Direct or indirect verbal	Verbal bullying (direct or indirect) is when someone repeatedly and intentionally uses words to hurt, upset, or exclude another person—either directly to them or indirectly through others—such as name-calling, teasing, spreading rumours, or speaking unkindly behind someone's back, which is different from one-off disagreements or misunderstandings that are not deliberate or ongoing
Cyber-bullying	Cyberbullying is when someone repeatedly and intentionally uses digital devices or online spaces to hurt, upset, or exclude another person—such as sending unkind messages, sharing or posting hurtful content, spreading rumours, or using images without permission—which is different from one-off online disagreements or misunderstandings that are not deliberate or ongoing

Child-on-child abuse

Child-on-child abuse is when a child or young person intentionally harms another child, either physically, emotionally, sexually, or through neglectful or controlling behaviour, and is different from everyday friendship difficulties, disagreements, or accidental incidents that are not deliberate or ongoing

All staff understand that safeguarding concerns can sometimes appear through child-on-child abuse. This may include, but is not limited to:

- Bullying (including online or cyberbullying);
- Physical harm such as hitting, kicking, shaking, biting, hair pulling, or other actions that cause injury or pain;
- Sexual behaviours, including sexual harassment or other inappropriate sexualised behaviour;
- Sharing or creating inappropriate sexual images or messages (sometimes called "sexting" or youth-produced sexual imagery); and
- Behaviours that involve pressure, coercion, or harmful rituals between children

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse

A culture of safety and respect regarding sexual harassment and sexual violence
The school will ensure that all concerns or incidents of sexual harassment and/or sexual violence are taken seriously and responded to appropriately. Nothing will be ignored. Pupils are encouraged to speak to a trusted adult about anything that makes them feel uncomfortable, worried, or unsafe, even if they think it may seem small or unimportant.

The school's response will always be:

- Proportionate to the situation
- Careful and well-considered
- Supportive of all pupils involved
- Decided on a case-by-case basis

The school has clear safeguarding procedures in place to respond to any concerns, disclosures, or allegations that a child may be at risk of harm or is not safe or well. All concerns are taken seriously, acted upon, and recorded in line with safeguarding guidance

These procedures include clear steps for:

- Listening to and recording concerns or disclosures in a timely way
- Sharing information with the Designated Safeguarding Lead (DSL)
- Carrying out risk assessments, where appropriate, to help determine the most suitable response, which may include:
    - Providing support within school
    - Referring to early help services
    - Making a referral to children's social care
    - Contacting the police, where a crime may have been committed or there is immediate risk

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

Anti-Bullying Strategy
At our school, we take a clear, consistent and relational approach to preventing and responding to bullying, in line with our whole-school behaviour and safeguarding ethos. We understand bullying as repeated, intentional behaviour that causes harm and involves a power imbalance. We recognise the impact this can have on a child's wellbeing, safety and learning, and we respond promptly, calmly and effectively.

Reporting concerns
Pupils, parents/carers and staff are encouraged to report any concerns about unkind, hurtful or bullying behaviour as soon as possible to a trusted adult in school. We actively promote a culture where "telling is supported" and where children feel safe and confident to speak up.
Staff are visible and accessible throughout the school day so that concerns can be shared at any time. Appropriate conversations will then take place to understand what has happened and to determine whether the behaviour is bothering behaviour, an isolated incident, friendship difficulty, or bullying behaviour.

Responding to concerns

All reported incidents are taken seriously and responded to promptly by a designated member of staff. Responses are calm, structured and evidence-based, focusing on understanding the situation, identifying any patterns of behaviour, and ensuring the safety and wellbeing of all pupils involved. We avoid assumptions and ensure that all children involved are listened to appropriately and supported.

Recording, monitoring and analysis
All bullying concerns are recorded on the school's safeguarding and behaviour system (CPOMS). Records are regularly reviewed by senior leaders and the Designated Safeguarding Lead (DSL) to identify patterns, repeat concerns, and emerging issues. This information is used to inform targeted support, preventative work, and wider school improvement.

Responses and outcomes
Where bullying is confirmed, responses are consistent with the school's behaviour policy and are proportionate to the situation. Outcomes are delivered calmly and with a focus on restoring safety, reinforcing expectations, and supporting positive behaviour change. The aim is always to ensure that bullying behaviour stops and is not repeated, while maintaining clear boundaries and expectations.

Support for pupils
We place equal importance on supporting pupils who have experienced bullying and those who have displayed bullying behaviour. Pupils who have been affected are offered reassurance, ongoing check-ins, and support to help them feel safe, secure and included in school. Pupils who have displayed bullying behaviour are given clear expectations, structured support, and opportunities to reflect and repair relationships where appropriate, alongside consistent adult guidance.

Preventative, whole-school approach
We take a proactive approach to preventing bullying through clear routines, predictable responses, and strong, positive adult presence across the school. Our approach ensures that expectations are consistently reinforced and that concerns are addressed early. We actively promote kindness, respect, inclusion and belonging through assemblies, the curriculum, and everyday interactions.

Staff and governor training
All staff receive regular training on the school's vision, values and school expectations, alongside recognising, preventing and responding to bullying in line with safeguarding procedures and the behaviour policy.
Governors are kept informed of the implementation of this policy and receive updates on patterns, trends, and the effectiveness of the school's approach.

School behaviour curriculum
Our behaviour curriculum is built on the belief that relationships come first and consistency creates change. We set the highest expectations for all pupils, teaching and modelling behaviour through clear routines, calm adult responses, and consistent language so that children know exactly what is expected of them every day. Our approach is rooted in our school motto, **"Try our best, be kind and look after each other,"** and our expectations that pupils are **Respectful, Responsible and Ready to Learn**. These values are explicitly taught, revisited and reinforced so that excellent behaviour becomes the norm, not the exception, and all children are supported to succeed within a predictable, positive and caring school culture.

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Positive Strategies

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.' Paul Dix

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Teachers and support staff are committed to creating a warm welcoming environment for all pupils. Every morning children are greeted at the school gate, the classroom door or at the child's seat. Staff create a visually welcoming environment within the classroom where children feel comfortable and safe. Respecting property and taking care of the school and its resources is modelled consistently by all school staff. All adults understand the importance of developing strong, positive relationships with their class to build emotional currency throughout the year. Staff use positive praise publicly and remind children of alternative choices in private.

The following positive strategies are used consistently by all adults in the school. They are designed to work alongside clear expectations that make children feel like valued members of our learning community.

Positive recognition

Class Based Rewards-Teaching staff and pupils have class reward systems that is used to encourage social or learning behaviours and promote behaviour for learning. There is an emphasis placed on everyone working together to achieve the class reward.

'This is not intended to shower praise on the individual, it is a collaborative strategy – we are one team focused on one learning behaviour and moving in one direction.' Paul Dix

A positive note home-Sending positive noted home is a high-level recognition of an individual pupil for consistently going over and above. It can be given to any child by any adult in the school. There is no set amount for each week. It must be sincere to keep its value. Letters may also be sent home from senior leadership/head teacher to recognise outstanding children.

Fantastic Friday assembly-Recognition, celebration and certificates are award to pupils during Fantastic Friday assemblies.

Stickers-Staff across all key stages can give pupils stickers to recognise living any part of the school motto and school expectations; the focus is on recognising effort and hard work.

Consequences

Our approach to behaviours is designed to support pupils to regulate their behaviour, make positive choices, and reset successfully, with strong relationships at its core. It is a calm, consistent approach that gives pupils clear opportunities to reflect and improve before further action is taken. It demonstrates high expectations for all pupils. It includes the use of effective positive behaviour management techniques that all staff are expected to use for example-repositioning a pupil within the classroom to support focus, verbal and non-verbal cues to refocus, clear and calm reminders of expectations, and offering lots of positive reinforcement to recognise and redirect towards Brilliant Behaviour. These strategies are used consistently by staff to de-escalate situations early, support pupils to self-regulate, and maintain a positive learning environment for all.

The school has a three-step approach that is used in addition to effective behaviour strategies, so that pupils understand systems, processes and boundaries and can therefore try and take responsibility for their actions:

- **Step 1-Remind:** Pupils are given a clear, calm reminder of expectations and an opportunity to correct their behaviour. This supports them to regulate and return to learning quickly. This Reminder is a private 1-2-1 conversation with a pupil.
- **Step 2-Chat:** If behaviour continues, a second reminder is given, and defined as Chat so that pupils understand this is the second warning. This reinforces expectations while maintaining a supportive approach. This Chat is a private 1-2-1 conversation with a pupil.
- **Step 3 – Contact:** If behaviour persists, the pupil is told that there will be Contact; this is contact with parents/carers at the end of the school day to discuss the choices made, any consequences, and how the school and familiy can work together to support the pupil moving forward. This Contact is a private 1-2-1 conversation with a pupil.

This stepped approach ensures consistency, fairness, and clarity, while prioritising positive relationships and giving pupils every opportunity to succeed.

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Use child's name, child level, eye contact, deliver message
1. REMIND – I noticed you chose to …… (noticed behaviour) This is a REMINDER that we need to Be (Ready, Respectful, Responsible) You now have the chance to make a better choice Thank you and let's have a great rest of the lesson.
2. CHAT- I noticed you chose to …… (noticed behaviour) This is the second time I have spoken to you about this and so this is your CHAT. Remember that if you choose to XXX again I will have CONTACT with parent after school today to discuss. I may also need to ask you to relocate to XXX. Do you remember when……(Model of previous good behaviour)? That is the behaviour I expect from you and know you can do. I know that you can make good choices Thank you and let's have a great rest of the lesson.
3. CONTACT- This takes place after school with pupil and parent, includes specific reference to school expectations, details of the choices made and references the REMINDER and CHAT that took place in class.

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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 school expectations, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

All pupils will be treated fairly and consistently under this policy. When responding to behaviour, staff will consider any factors that may have contributed to what happened, including whether a pupil has additional needs or vulnerabilities. Alongside any consequences, staff will also think carefully about what support can be put in place to help the pupil meet school expectations in the future

Consequences should:

- help children understand that some behaviours can affect others and the wider school community
- not be given to a whole group for the actions of individuals
- be applied consistently by all staff so that children and staff feel safe, supported and secure
- be balanced with positive support and opportunities to learn
- help children reflect on their choices and learn from them
- aim to repair and put right what has happened where appropriate
- be proportionate to the behaviour and situation
- make it clear that the behaviour is not acceptable, while always separating the behaviour from the child

Examples of meaningful consequences

- A pupil who has made a mess in the classroom will be supported to take responsibility for tidying it up at an appropriate time.
- A pupil who has missed learning time through their choices will be supported to catch up on their learning at a suitable time.
- A pupil who has been unkind or rude to another pupil will be supported to apologise and, where appropriate, help repair the situation.
- A pupil who has struggled to follow expectations at playtime may miss some or all of their next playtime in order to reflect and reset.

The school may also use one or more of the following responses:

- A verbal reminder of the school's behaviour expectations
- A short period of time working in another classroom to support a reset
- Completing learning tasks during part of a break time or lunchtime, or at home where appropriate
- Temporary loss of privileges, such as a special responsibility or role
- Opportunities to make amends through age-appropriate tasks that support the school community (e.g. helping to tidy or repair)
- Referral to a senior member of staff
- A phone call or message home to parents/carers
- Use of a reset or reflection plan to support behaviour improvement
- Suspension, in line with statutory guidance and where necessary
- Permanent exclusion, only in the most serious circumstances and as a last resort

The school will consider additional or alternative approaches to behaviour support for pupils who are frequently finding it difficult to remain in class. These may include:

- Meetings with a trusted member of staff
- Support from teaching assistants within or outside the classroom
- Short-term behaviour or reflection reports to help monitor progress
- Longer-term support or behaviour plans tailored to the pupil's needs
- Access to a nurture space, where appropriate
- Working with other professionals through a multi-agency assessment, where needed

Staff will record any incident of a removal from a classroom for a rest opportunity on the school's behaviour system, including a brief account of what happened and reasons. Where appropriate, any relevant information about a pupil's additional needs or protected characteristics may also be recorded to help ensure fair and informed support

The school may issue behaviour consequences for online or digital misbehaviour when it is linked to a pupil from the school and:

- it causes or has the potential to cause harm or distress to another pupil or member of the school community
- it impacts, or could impact, the safe and orderly running of the school
- it may affect the school's reputation or relationships within the community
- the pupil can be identified as part of the school community

Consequences may be applied where a pupil has not met the school's expectations or has made choices that are not in line with our school motto and expectations while off-site and representing the school. This includes situations where a pupil is:

- taking part in a school-organised or school-related activity (such as trips or visits)
- travelling to or from school
- wearing school uniform
- otherwise identifiable as a pupil of the school

In these situations, expectations of behaviour still apply, as actions can affect the safety, wellbeing, and reputation of the school community.

If a pupil is suspected of behaviour that may be a criminal offence, the school will make an initial assessment to decide whether the matter needs to be reported to the police. When gathering information about what has happened, the school will take care to preserve any relevant information or evidence so it can be shared appropriately if needed.

If a decision is made to contact the police, this will usually be done by the headteacher. The school will fully cooperate with any police investigation and will not take any action that could interfere with it. However, the school may continue its own internal processes where appropriate, as long as these do not conflict with police involvement.

Where a report is made to the police, the Designated Safeguarding Lead (DSL) will also consider whether a referral to children's social care is required, in line with safeguarding procedures.

Seclusion

Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. The will school only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or behaviour consequence and is not a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to
- The pupil will be supervised at all times, by at least 1 member of staff

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

More challenging/Extreme Behaviours

Some children may, at times, display more challenging or extreme behaviours linked to their experiences, development, or circumstances. We recognise that behaviour is a form of communication and may reflect unmet needs, emotions, or a lack of felt safety. We aim to respond with understanding, consistency, and skilled support. Where appropriate, experienced staff work closely with individual pupils to build trusting relationships and help them feel safe, regulated, and ready to learn. In rare situations where a pupil or others are at risk of harm, it may be necessary to use reasonable and proportionate physical intervention to keep everyone safe. This will always be used as a last resort, for the shortest time possible, only by staff who have been appropriately trained and in line with DfE guidance. The school approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions and more details of this can be found in the trust policy. Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. and more details can be found in the Searching, Screening and Confiscation Policy.

Suspension and Permanent Exclusion

The decision to suspend or exclude a pupil will be made by the Headteacher and will only be used as a last resort, in line with statutory guidance. The school may use suspension or permanent exclusion in response to serious incidents, or where there are ongoing concerns about behaviour that has not improved despite appropriate support, strategies,

and interventions. We recognise that a consistent and calm use of language around behaviour helps children understand expectations and boundaries. Behaviour is always addressed in a professional and respectful way, and the focus is on the behaviour itself, not the child. Where possible, the member of staff who witnessed the incident will initially address the behaviour. All incidents may be recorded on CPOMS at the professional judgement of staff.
When responding to behaviour, the school will take into account individual circumstances. Where appropriate, staff will work with the Special Educational Needs Coordinator (SENCo) and other relevant professionals to help determine appropriate support and responses. Decisions will always be made on a case-by-case basis, with careful consideration of fairness and the needs of all pupils involved.

The school recognises that:

- Changes in behaviour may indicate that a pupil needs additional support or may be experiencing difficulties at home or in school
- Certain circumstances, such as being a young carer, a looked-after child, or living in a vulnerable situation, can have a significant impact on behaviour and wellbeing

We will consider whether a pupil's behaviour may be linked to them being at risk of, or experiencing, harm. Where this may be the case, we will follow our Child Protection and Safeguarding Policy.
In these situations, we will consider whether additional support, such as pastoral care, early help, or a referral to children's social care, is appropriate. For further information, please refer to our Child Protection and Safeguarding Policy.

Mobile phones
In line with the DfE's mobile phone and behaviour guidance, mobile phones are not permitted for use at any point during the school day

Supporting pupils with SEND when behaviour needs arise

Understanding the impact of SEND on behaviour
The school recognises that a pupil's behaviour may be influenced by a special educational need and/or disability (SEND). Some pupils with SEND may respond to situations they find distressing, confusing, or overwhelming through behaviour that can be challenging or may place themselves or others at risk. Pupils who experience difficulties with communication may also express their needs, feelings, or discomfort through their behaviour.
When incidents of behaviour occur, we will always consider whether a pupil's SEND may have had an impact. However, we also recognise that not all behaviour is linked to SEND, and each situation will be considered individually on a case-by-case basis.
When supporting pupils with SEND, the school will take its legal responsibilities into account when applying the behaviour policy. These include:

- Taking reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage under the Equality Act 2010 (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND, in line with the Children and Families Act 2014 (Children and Families Act 2014)
- Ensuring that where a pupil has an Education, Health and Care (EHC) plan, the provision set out in the plan is delivered, and working in partnership with the local authority and other agencies where required

As part of meeting these duties, we aim to understand and reduce possible triggers for behaviour. Where appropriate, we will put in place individual support, such as behaviour or support plans, to help prevent difficulties arising.

Staff who know the pupil well will be involved in this process to:

- Identify patterns, triggers, and situations where additional support may be needed
- Develop proactive strategies to reduce the likelihood of escalation or the need for restrictive intervention
- Support early intervention and positive regulation strategies

We will work in partnership with pupils, parents/carers, and other professionals to develop strategies for prevention, support, and de-escalation.
All support measures will be tailored to the individual needs and circumstances of the pupil.

Anticipating and reducing triggers for behaviour

Our approach to anticipating and reducing potential triggers for behaviour may include, but is not limited to, the following examples:

- Planned, short movement breaks for pupils who find it difficult to sit still for extended periods
- Adjustments to seating arrangements so that pupils with visual or hearing needs can clearly access learning
- Reasonable adaptations to uniform requirements for pupils with sensory sensitivities or medical needs (for example, eczema)
- Ongoing staff training to support understanding of specific needs, such as autism and other neurodiverse profiles
- Access to calm, structured spaces (such as a sensory circuit or nurture room) to support pupils in regulating emotions when feeling overwhelmed

Adapting responses for pupils with SEND

When considering appropriate responses or consequences for a pupil with SEND, the school will take into account whether:

- The pupil was able to understand the expectation or instruction at the time
- The pupil was able to act differently at the time due to their SEND needs
- The pupil's SEND may have influenced their behaviour, including where they may become overwhelmed or distressed

Where a pupil's SEND has had a significant impact on their behaviour, the school will carefully consider whether a formal consequence is appropriate. In some cases, it may be necessary to adjust or adapt responses to ensure they are fair, reasonable, and take the pupil's needs into account.

The school will always act in line with its legal duties and will ensure that any response to behaviour is fair, proportionate, and considers individual circumstances.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's Special Educational Needs Coordinator (SENCo) will review pupils who are experiencing ongoing or concerning behaviour to help identify whether there may be any underlying needs that are not currently being met. Where appropriate, advice and support may also be sought from specialist teachers, educational psychologists, medical professionals, and other relevant agencies to help understand and meet a pupil's needs.

When additional or complex needs are identified, the school will work in partnership with external agencies to plan and implement appropriate support. This will be developed collaboratively with parents/carers and reviewed regularly to ensure it continues to meet the child's needs.

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.

Supporting pupils following a suspension consequence

The school's approach to supporting pupils as they return to school following a suspension includes a range of supportive measures to help them settle back into school life and meet expectations. These may include:

- A reintegration meeting with key staff to support a positive return
- Regular check-ins or daily contact with a phase leader or trusted adult
- A reset or reflection report card with clear, personalised behaviour goals

Malicious or false allegations

Where a pupil makes an allegation against a member of staff or another pupil, the school will always take this seriously and follow safeguarding procedures to investigate appropriately. If an allegation is found to have been deliberately invented or made maliciously, the school will consider whether it is appropriate to apply consequences in line with this policy. Where an allegation is unsubstantiated, unfounded, false, or malicious, the school will work with relevant safeguarding partners, including the Local Authority Designated Officer (LADO) where appropriate, to consider whether the pupil may need additional support. In some cases, the behaviour may indicate that a pupil is experiencing difficulties and may require help or a referral to children's social care. The school will also consider the wellbeing and pastoral needs of all pupils and staff involved. For further information, please refer to our Child Protection and Safeguarding Policy.

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour expectations by ensuring their class teacher explains, models and teaches the school motto and expectations

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have a transition session with their new teacher. In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

Staff are provided with regular training on managing behaviour, including:

- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Inclusive practice and behaviour management

Behaviour management also forms part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating behaviour

The school collects data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils and families (via anonymous surveys)

The school does not use pupil support units, off-site directions or managed moves. The data is analysed each term.

The data is 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 uses 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 them. The trust works with the school to consider this data, and whether there are patterns across the trust, recognising that numbers in any one academy are often too low to allow for meaningful statistical analysis.

Monitoring this policy

This behaviour policy will be reviewed by the school and local governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.