

Policy Framework:	Policy framework provided centrally for use by schools with minimal amendment to the core text Changes must be made to the text where indicated
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Behaviour Policy

Inc. Statement of Behaviour Principles & Anti-bullying



Wroxton CE Primary School, Banbury

Approved by:	Education Quality Standards Impact Committee
Date:	September 2025
Next review date:	September 2026

Adopted by school:	Wroxton CE Primary School
Date:	1-10-25

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1. Oxford Diocesan Schools Trust Behaviour Statement

This statement of behaviour principles applies to all schools of the Oxford Diocesan Schools Trust (ODST) as required by statutory guidance issued by the Department for Education.

Introduction

Positive behaviour in schools is paramount as this is central to a successful education. Consistent behaviour management helps to create and protect the positive relationships built within the whole school community. Schools should ensure high standards of behaviour that pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave.

ODST schools endeavour to manage behaviour well so they can provide calm, safe and supportive environments in which pupils want to attend and where they can learn and thrive. The Trust and its schools are committed to providing welcoming, calm, secure learning environments, where the culture is focused on the well-being of each member of our school community whilst also limiting disruption. We expect all members of our school communities to respect the feelings of others and to treat people with dignity.

Relationships underpin all that we do and we approach behaviour management from this viewpoint. We continually work to make, maintain and, when necessary, repair relationships and connections. The emphasis is on nurturing positive and respectful relationships so that conflict is less likely. In adopting this approach, we aim to develop a culture in which relationships are strengthened, and people demonstrate empathy, compassion and understanding towards one another. School will instil in pupils the importance of doing the right thing for the right reasons, which involves holding people to account in a meaningful and constructive way, agreeing clear boundaries within which to work and providing the right support and encouragement to reach agreed goals. It is about working ‘with’ people at every opportunity. Our schools aim to provide nurture and support alongside clear boundaries and expectations of behaviour. The Trust and its schools recognise that pupils’ behaviour is a form of communication and that all work hard to respond appropriately. Adults in school are trained to recognise these needs and feelings being expressed and to help pupils to understand and regulate their own behaviours.

Vision

At the heart of our vision is our belief in educational excellence. We believe we are called to serve our pupils, staff, parents and their local community by providing schools with the highest levels of academic rigour and pastoral care. Our schools are places where children and young people develop and thrive intellectually, socially, culturally and spiritually. Our vision, ethos and values underpin our positive behaviour ethos as we strive to support the diverse needs of all pupils.

We value every individual and understand that our sense of “community” and of belonging are vital to well-being. We strive to empower pupils to achieve, and to feel valued and supported. This is underpinned by embedding an inclusive, restorative and nurturing culture across the Trust and the building of positive, respectful and consistent relationships.

Aims

Schools within the Oxford Diocesan Schools Trust aim 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 ODST and the individual schools that form the wider ODST community
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management, based on a relational approach, that is applied equally to all pupils while at the same time reflecting the needs of individual children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Build a community that values kindness and empathy for others
- Provide guidance for school staff, parents and carers, members of the local governing body, and other stakeholders on how we support our pupils to self-regulate and manage their behaviour so that they are ready to learn

Rationale

At ODST, we recognise that wellbeing and behaviour are inextricably linked.

Child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and educational outcomes. If a child’s sense of belonging and safety is high, then children have a better chance of reaching their full potential.

As a Trust we recognise that behaviour is a form of communication and we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations.

We recognise the link between understanding of the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care givers, we can offer the pupils the security and relationships needed to meet the individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, life-long learners.

Guided by restorative approaches, we will focus on relational connection and regulation first, putting relationships at the heart of our approach, in order to create and foster a safe and happy environment where all feel secure and respected.

ODST is committed to developing a Trauma and Mental Health Informed Approach to behaviour management. Schools do not operate a ‘zero tolerance’ or ‘one size fits all’ approach to behaviour that may be coming from distress. We have high expectations for the behaviour of all, and rigorous support is offered to those having difficulty meeting those expectations.

To ensure every child develops and maintains positive mental health and resilience, our aim is to:

- Support pupils to make sense of their experiences
- Find ways to manage emotions and feelings
- Create an environment of safety, connection and compassion
- Build a school network of strong, positive, supportive relationships through training
- Ensure that children maintain the capacity to learn, despite difficult events that may occur

2. Legislation, statutory requirements and statutory guidance

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

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

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

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

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

[Use of reasonable force in schools](#)

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

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

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

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](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as 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 (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft

- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes, vapes and lighters
 - 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 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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, gaming

1. How the school will prevent bullying

At Wroxton CE, we aim to live out our vision of *Learning, Transforming, Growing* by creating a safe, respectful environment where every child can flourish. Through our values of **Compassion** (kindness towards others), **Koinonia** (community and fellowship), and **Endurance** (resilience in facing challenges), we promote positive relationships and prevent bullying by:

- Embedding respect and empathy in the curriculum and Collective Worship.
- Using the language of Zones of Regulation to communicate how others and we may be feeling.
- Delivering PSHE lessons and assemblies that teach friendship, diversity, online safety, and conflict resolution.
- Promoting peer support systems, including our Pupil Leadership Team, playground leaders and peer mentors.
- Maintaining clear behaviour expectations consistently applied by all staff.
- Encouraging children to speak up when they see or experience unkind behaviour

2. How pupils, parents/carers and staff can report incidents of bullying

- **Pupils** can report concerns to any trusted adult
- **Parents/carers** can raise concerns with the class teacher in the first instance followed by a member of the Senior Leadership Team.
- **Staff** must record and report all concerns on CPOMS.

3. How the school investigates allegations of bullying

- All reports are taken seriously and acted upon swiftly.
- A designated member of staff (usually the class teacher or senior leader) speaks separately with the child who has experienced bullying, the alleged perpetrator(s), and any witnesses.
- Records are made of all accounts.
- A decision is reached regarding whether the behaviour constitutes bullying (repeated, intentional, and involving an imbalance of power).
- Children are added to Wellbeing Monitoring for a fixed period of time.
- Parents/carers are informed of the outcome and any actions.

4. How the school will react to bullying that occurs off school premises or online

- Bullying outside of school, including online, will be investigated if it affects the well-being or learning of pupils within the school community.
- The school will liaise with parents/carers to address concerns and may work with external agencies (e.g. police, online safety services) if necessary.
- Children will be supported to understand responsible use of technology and respectful behaviour beyond school.

5. How the school records, analyses and monitors incidents of bullying

- All incidents are recorded using CPOMS.
- Records include details of the incident, actions taken, and outcomes.
- The DSL team regularly monitors incidents to identify patterns or repeat concerns.

6. Sanction procedures (linked to sections 7 and 8 of the Behaviour Policy)

- Restorative approaches are encouraged to repair relationships and rebuild trust.
- Sanctions will follow the school's behaviour policy.
- Sanctions are proportionate, consistent, and aimed at helping the child understand the consequences of their actions.

7. How the school supports pupils who have been bullied, and those vulnerable to bullying

- Offering regular check-ins with a trusted adult.
- Providing nurture support.
- Support plans tailored to vulnerable children, including social skills groups or resilience programmes.
- Working closely with families to ensure pupils feel safe and supported.

8. Whole-school proactive strategies to prevent bullying

- Embedding Christian values in all aspects of school life.
- Regular whole-school themed weeks for SCIB – Safeguarding Children in Banbury – which help children understand their body's **Early Warning Signs**, how to **Risk Assess** and how to **Take Action**.
- Celebrating diversity through the curriculum and Collective Worship.
- OPAL (Outdoor Play and Learning) approach that promotes teamwork and inclusion.

9. How the school trains staff and governors in preventing and handling bullying

- Annual safeguarding and behaviour training includes anti-bullying strategies.
- Staff receive specific training in identifying, recording, and addressing bullying (including online bullying).
- Updates are shared through staff meetings, governor briefings, and professional development opportunities.
- Instances of bullying, racial, homophobic or other notable incidents of poor behaviour will be included in the Head teacher's Reports to the Governing Body.
- The records of pupil behaviour incidents are monitored by the DSL team on a regular basis and priority areas for development are included in the School Development Plan as well as in individual pupil provision plans.

5. Roles and responsibilities

5.1 The local governing body (LGB)

The LGB is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- 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 the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- 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, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

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 (see section 6)
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated 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 new to the school.

6. School behaviour ethos

At Wroxton CE Primary School, our vision is Learning, Transforming, Growing. Guided by our values of Compassion, Koinonia, Endurance and Truth, we believe that every child is unique, precious, and capable of growth. We recognise that children will sometimes make mistakes as they learn how to manage their emotions and choices. When this happens, we support them to reflect, repair, and grow, so that mistakes become opportunities for transformation.

Through this policy we aim to;

- Create a positive climate, placing greatest emphasis on praise and reward and less on criticism and sanctions
- Create a school community which is safe, purposeful and a happy environment for effective learning, based on high standards, shared values and a clear understanding of the behaviour expected
- Foster mutual respect and caring attitudes where all achievements are acknowledged and celebrated
- Help pupils develop responsibility for their own behaviour and grow into self-disciplined young people who show respect for themselves and others
- Manage pupils' behaviour effectively by a whole-school approach to behaviour management which is clearly understood by pupils, parents and all staff
- Make boundaries of acceptable behaviour clear and ensure children feel safe
- Promote good behaviour focusing on each individual making 'good choices'

We aim to achieve this by providing a safe, welcoming, happy, calm and purposeful school environment in which children can learn effectively and reach the highest standards of which they are capable.

We believe that the partnership between home and school plays a vital role, and that all members of the school community should be valued and supported equally. We believe that a whole-school community approach is the means to achieving the positive behaviour that allows us all to learn and grow as people.

We believe in early intervention: being pro-active rather than reactive and that praise is the most powerful form of influencing children's behaviour.

We believe that all pupils are intrinsically motivated to do the right thing. With this at our core, the school rewards good behaviour, as it believes that this will develop a climate of kindness and co-operation and help strengthen relationships.

Creating a Culture of Excellent Behaviour

We are committed to building a culture where excellent behaviour is the norm and every child can thrive. This is achieved by:

- Living our values: modelling kindness, community, and perseverance in all aspects of school life.
- Clear routines: establishing consistent expectations in classrooms, corridors, and playgrounds so children feel secure and know what is expected.
- Positive relationships: prioritising strong, respectful relationships between staff, pupils, and families.
- Restorative practice: helping pupils to repair harm and rebuild trust after conflict.
- High expectations with compassion: supporting all children to succeed, while making reasonable adjustments where needed so everyone can meet expectations.

Expected Behaviours at Wroxton CE

We define successful behaviour as the consistent demonstration of respect, responsibility, and readiness for learning. Pupils are expected to develop the following key habits and routines:

Compassion:

Show kindness, respect, and empathy towards all members of the school community.
Support peers and contribute positively to the school environment.

Koinonia

Work cooperatively, celebrate diversity, and support others.
Contribute positively to class and school life.

Endurance

Keep trying, even when tasks are difficult.
Demonstrate resilience and self-regulation when facing challenges.

General Habits and Routines

Arrive punctually and prepared for learning.
Listen attentively and follow instructions promptly.
Maintain a calm and orderly environment conducive to learning.
Use polite language and demonstrate good manners.
Take care of the school environment and resources

Adjustments and Inclusivity

We recognise that each child's journey is different. Where appropriate and reasonable, routines and expectations may be adapted to meet individual needs, ensuring that all pupils can engage with learning and demonstrate excellent behaviour. Through personalised support, we empower every child to grow in confidence, independence, and responsibility.

6.1 Mobile phones

Pupils are only allowed to bring a mobile phone to school in exceptional circumstances pre-agreed with a member of staff. In these cases, mobile phones will be handed in to the school office on arrival and returned at the end of the school day.

Children who need a mobile to manage a chronic illness, for example diabetes, will be allowed to use a mobile phone as part of their Health Plan.

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
- Support children to identify the emotions and behaviour within each zone and teach how to regulate themselves using different strategies.

- Create a Zones of Regulation display in every classroom where a child may be placed to reflect on his/her behaviour and/or complete different activities to help get them back into the Green Zone.
 - Green Zone – is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
 - Blue Zone - is used to describe a low state of alertness. A person may have down feelings such as when one feels sad, tired, sick or bored.
 - Yellow Zone – is used to describe a heightened state of alertness and elevated emotions; however, a person has more control when they are in the Yellow Zone. A person may experience stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.
 - Red Zone – is used to describe extremely heightened states of alertness and intense emotions. A person may be feeling elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

- 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 – with positive conversations and calls home
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Undertaking a Behaviour Log (Appendix 2) for a fixed period of time

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 from the school's website.

7.3 Responding to positive conduct and good behaviour

When a pupil's behaviour meets or goes 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:

- ALL children will gain House Points for work, behaviour and achievement in their classes and throughout school. These will be added to the class totals and be shared in our Celebration Worship .
- In-class incentives will be given to the class as a whole, with rewards such as extra playtime when collective targets (such as 'marbles in the jar') are met.
- Each Friday the Vision and Values Award will be given to one pupil for going above and beyond in a particular area or value that week.
- Each week, in rotation, a writer, mathematician, or reader for each class will receive a certificate recognising their excellence in the given area.

Alongside these rewards, appropriate positive behaviour choices, good work, effort, and care and consideration for others will be rewarded in a variety of everyday ways:

- Immediate praise by an adult – teaching assistant, lunchtime supervisor etc.
- Approval by peers or other members of staff – e.g. sharing work
- Conferring responsibilities – special helper etc.
- Displaying children’s work

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, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

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.

We refer to behaviour using the terms ‘expected behaviour’ and ‘unexpected behaviour’.

We define these terms as:

Expected Behaviour: the things we do and say that are friendly, helpful and respectful to others. Doing what is expected is based on where we are and who we are with. For example, it is expected for a child to make a joke during playtime but not while in the middle of a test.

Unexpected behaviour: These are the things we do or say which make other people uncomfortable and are not respectful or helpful to others. For example, it is unexpected for a child to be excited and physically energised during a core lesson.

Unexpected behaviours are also different depending on who the child is with and where they are.

At Wroxton CE, our approach is one of curiosity about a child’s behaviour and understanding it as communication of an unmet need in the first instance and of giving a child an opportunity to make the right choice / behave appropriately with support, rather than a deliberate act of defiance.

With the use of scripts, we adhere to the principle by using positive comments and rewards publicly, whilst giving time to reflect on unexpected behaviour incidents in private and with dignity.

Script 1

To be used when an unexpected behaviour first occurs.

- I’ve noticed that... (You’re looking very sad / you do not want to come to your table / you are standing very close to me / you are telling me that you are feeling poorly etc.)
- I wonder if... (You are feeling anxious about being back in school / worried about your Mum / feeling sad that you can’t play with our usual toys / finding our new rules frustrating etc.)

- I imagine that... (You have lots of energy to get rid of / your tummy might feel tight / you would really like to play with xxx / thoughts or pictures keep popping into your mind about the time when xxx / you would love a big hug with your Dad right now etc.)
- I wonder how we can help you to do x and to feel (safe) here? Suggest a tool e.g. Take 5 breathing / reading your book / sitting quietly / go for a walk outside in your bubble space / do some sensory circuit activities / Tell me what's wrong etc.)

Script 2:

To be used when an unexpected behaviour continues

- (Discreet 1:1 conversation) (Name) I have asked you to xxx and tried to help. Your behaviour is not following my instructions. This is your warning. If you do not xxx, you will need to (sit in our Calm Space to finish your work.

Script 3:

To be used when the unexpected behaviour persists, and support is needed.

- (Name) I have given you a warning and time to follow my instruction. You are still not xxx. I am calling for Mr / Mrs Xxx.

The adults in school use the language associated with the Zones to support children to understand and regulate how they are feeling.

While some children may be able to self-regulate using their zones toolbox others may require more adult support.

It is important to note that throughout the process of consequences children are given opportunities to reflect on their behaviour choices, and to see how their behaviour is not reflecting our Christian Values.

Adults also ensure that:

- Children are encouraged to view behaviour as a choice. Adults are asked to use the language of choice, *'You can either continue to Or you can choose to If you do choose to continue to then I will have to ask you to If you stop and make the right choice, then we can*
- Low-level attention-seeking behaviour can be ignored, but if it disrupts learning for others then the consequences should be put in place quickly and with as little attention to the individual child as possible.
- Refusal to accept any of the consequences triggers the next stage in the sequence. However, children may be given some 'take-up time' which means that they are given a specified amount of time to make their choice.

Some behaviours are serious and skip the first stages of consequences. Any behaviours which are considered bullying or verbal abuse including physical injury to children or adults should be brought to the attention of the SLT as soon as possible. For these behaviours the following sanctions may be implemented;

- Phone call home to parents/carers
- Removal of the pupil from the classroom
- Supporting Behaviour Risk Assessment completed (see appendix 1)
- Suspension
- Permanent exclusion, 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

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 Positive handling

School staff are provided with appropriate Team Teach Training, to enable them to assess the use of positive handling.

Sometimes it may be necessary for staff to use positive handling techniques. All actions taken should be informed by dynamic risk assessment and be in line with government guidelines on restraint and the use of reasonable force. The Trust advocates using Team Teach techniques and guidance. Team Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the child remains safe. School will produce and update appropriate risk assessments and have Individual Positive Handling plans in place for children who require regular handling. All individual plans will be shared with parents and carers.

All incidents of positive handling should be thoroughly recorded using CPOMS.

7.7 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](#). We will also take account of up-to-date advice from the police via www.npcc.police.uk

Offensive weapons

An offensive weapon is any article which is made, intended or adapted to cause injury. Offensive weapon can be broken down into two categories: a) Those that are made as an offensive weapon (e.g. knuckle-duster, dagger, gun) or adapted (e.g. broken bottle) for use for causing injury to the person; and b) Weapons not made or adapted as an offensive weapon (e.g. kitchen knife, spanner, hammer) but intended by the person having in possession of it to cause injury to another. See list in section 3.

It is illegal to:

- be in possession of a knife / bladed article on school premises
- be in possession of an offensive weapon without lawful authority or excuse in any public place
- threaten with a blade or sharply pointed article on school premises

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/carers, 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.

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

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

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

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

If the authorised member of staff considers a search to be necessary, but 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 a member of the SLT to try to 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 causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

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

'Outer clothing' includes:

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

Searching pupils' possessions

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

- Desks
- 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.

Searching pupils

In the event of a school requiring to search a child, headteachers will follow the advice and guidance issued in [Searching, Screening and Confiscation](#) (July 2022, or in the most recent updated guidance).

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/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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 whether 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 Executive Head or Deputy 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 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 and with reference to the allegations against staff and volunteers 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 and with reference to the child protection and safeguarding policy.

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

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

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

8. Serious sanctions

8.1 Suspension and permanent exclusion

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.

Please refer to our suspensions and exclusions policy for more information available on the school’s website.

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 take its legal duties into account when making decisions about enforcing the behaviour policy.

The legal duties include:

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

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 concerned.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND
- The pupil has an unidentified SEND that may have impacted their behaviour

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. Please see the school's SEN policy and information report available on the school's website.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. This could include measures such as:

- Reintegration meetings
- Daily contact with the Senior Leadership Team
- A Behaviour Support Plan
- A Behaviour Risk Assessment undertaken (Appendix 1)
- Use of a Behaviour log to share with parents and carers (Appendix 2)

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 relating 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 our school's behaviour approach.

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be reported to the LGB and ODST safeguarding.

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 them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the EQSI committee of the Trust Board, the headteacher and the LGB 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 at school level by the LGB.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and exclusions policy
- Child protection and safeguarding policy
- Dealing with allegations against staff, volunteers and professionals from other agencies
- Acceptable use of ICT policy
- Online safety policy

Appendices:

1. Supporting Behaviour Risk Assessment
2. Behaviour log

Appendix 1

Supporting Risk Assessment

Pupil:

Influencing Factors

Risk Assessment also involves an analysis of the ‘hazards’ – the environmental factors which influence the probability of the behaviour causing concern. In a school situation, these ‘hazards’ are likely to include features of the daily timetable, and interaction with other pupils, and even the skills that adults demonstrate when working with the pupil. Use the table below to show the factors that are associated with the behaviours causing concern.

Possible Influencing Factor	Tick
1. Periods of unstructured activity	
2. Transition times.	
3. Availability of dangerous equipment.	
4. Periods of increased pressure. e.g. a. Home factors (change of home circumstances). b. School factors (being given a task – mostly writing tasks). c. Other (please specify). – being asked to use the toilet and/or change pull-ups	
5. Spaces which involve close physical proximity.	
6. Particular pupils / adults (please specify).	
7. Other (please specify).	

Some influencing factors will be particularly closely related to particular behaviours. You may choose to show this by recording the number relating to each influencing factor in the final column of the table above. This will enable you to plan your preventative measures more specifically.

Known Triggers

Known ‘Triggers’	Tick if applicable (previous history)	Comments	High Medium Low risk?

Inability to cope with structured group activities			
Does not accept rules / instructions			
Unable to accept change in routine			
Interaction with specific member of staff			
Interaction with specific pupil Male classmates – CC, TH, in particular.			
Specific time of day / day of the week Before Collective Worship or lunch time Afternoon sessions Friday mornings (dictation)			
Other (please specify) Being asked to go to the toilet/ change his wet clothes.			
Other (please specify)			

Preventative Measures

A range of common preventative measures can be taken to reduce the risk associated with challenging behaviour. Use the table over to show whether these are:

- Currently in place (**P**)
- Currently being actioned (**A**)
- Felt to be inappropriate to the particular risks presented (**I**)

Preventative Measure	P In Place	A Being Actioned	I Inappropriate
<i>Proactive Measure</i>			
Eliciting pupil view in planning and review			
Providing regular feedback and pastoral support to pupil			
Involving parent / carer in decision making and planning			
Involving outside agencies (e.g. EP, BSS, A&ES, SENSS, Social Services etc.)			
Establishing an individual plan			
Providing regular supervision to staff working with pupil			
Adapting curriculum arrangements to reflect challenge, choice and structure levels which are appropriate to the pupil's needs			

Adapting group arrangements to promote positive peer models and minimise inappropriate contact			
Arranging furniture and other equipment to minimise movement and disruption			
Providing frequent rest or change of activity opportunities			
Establishing a positive teaching programme to increase the pupil's range of appropriate skills			
Providing a range of rewards which the pupil can earn by demonstrating skills defined in the teaching programme, and through other appropriate behaviour			
Identifying the message communicated by the pupil's behaviour			
Agreeing key reactive strategies for handling incidents of challenging behaviour with all staff likely to be in contact with the pupil, and ensuring that these plans are shared with parents			
Providing staff support at difficult times, such as start of day, changeover between lessons, break times and specific lessons			
Systematically reviewing difficult incidents in order to improve upon practice and learn from experience			
Other proactive measures			

Preventative Measure	In Plac e	Being Action ed	Inapp ro- priate
<i>Reactive strategies to respond to early warning signs or an escalating situation</i>			
Active listening			
Environmental adaptation (removing triggers, changing peer / staffing arrangements)			
Diversion / distraction to a preferred activity (please specify)			
Assistance in the use of an agreed strategy such as a particular communication symbol, or an exit card (please specify)			
Physical intervention *(Specify the planned technique) Shepherding technique			
Other (please specify)			

Key Actions for staff

It is expected that any pupil whose behaviour is challenging will have an individual behaviour management plan. This will already record many of the preventative and reactive strategies designed to reduce the level of risk presented by the pupil's behaviour. There is no need to repeat these below. Instead, note the date when this plan was initially drawn up, and its proposed new date, and use the space available below to record any additional measures to be employed to reduce risk and the person responsible for implementing changes.

Date of current Personal Intervention Plan:

Proposed date for review of current plan:

Behaviour Log

Date:

	Fully engaged, followed instructions
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	Not engaged but not disrupting others
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	Unexpected behaviours shown
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8.40 – 9	Independent work/register/ breakfast	
9.10 – 9.40	Guided reading	
9.40- 10.40	Maths	
10.40- 10.55	Break	
11-12	English	
12-1:00	Lunch	
1-1:45	Number knowledge	
1:45 – 2:45	Project	
2:50-3:15	Worship	