ST BEDE'S
CATHOLIC PRIMARY SCHOOL

POLICY

Discipline and Behaviour

Review Date: October 2026

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RATIONALE

Staff and pupils of St. Bede's Catholic Primary School are encouraged to live and work as a Christian Community in accordance with the Vision and Mission Statement of our school.

St. Bede's is a community of faith, love and respect inspiring us to achieve.

St. Bede's is inspired by the teaching and life of Christ. We are a family community where every individual is valued and respected. Our school seeks excellence in teaching and learning, to be inspirational to others through our words and actions. We achieve our success through hard work and dedication, through tolerance, sharing and fairness. We are committed to our vision to build respect where each voice is heard and everyone matters. Let love surround us, love of learning, love of one another, love of all peoples, love of life itself and love of God.

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AIMS AND EXPECTATIONS

Our primary aim is to provide a holistic environment where pupils feel safe to develop socially, emotionally, physically, spiritually, and academically. We work hard to ensure school provides a calm, purposeful learning environment as a platform to encourage all to foster caring attitudes and celebrate diversity so achievements in all areas are acknowledged. Our aim is that pupils are able to regulate their own behaviour irrespective of audience and setting and that they are able to transfer that behaviour across a range of settings.

1. Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Positive Handling Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

2. Roles and responsibilities

The Headteacher will be responsible for:

- Implementing the school behaviour policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy.
- Keeping records of all reported serious incidents of misbehaviour.
- Reporting to Governors, when requested, on the effectiveness of the policy.

The Deputy/Assistant Headteacher will be responsible for

- The day to day implementation and monitoring of this policy at the school.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining school rules and any disciplinary sanctions for breaking the rules.
- Reviewing school rules and sanctions
- Publicising this policy in writing to staff, parents and pupils
- Ensuring this policy is published on the school website.

The Mental Health Lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing committee, Headteacher, Deputy/ Assistant Headteacher, phase leads and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Teaching and modelling expected behaviour and positive relationships
- Providing a vibrant, challenging and inclusive curriculum
- Being responsible and accountable for the progress and development of the pupils in their class.
- Ensuring pupils know the class and school rules and expectations
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.
- Using reasonable and proportionate sanctions, where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to pupil's achievements and that every pupil with behavioural difficulties will be able to access the full curriculum.

All members of staff, including teaching and support staff will be responsible for:

- Being an exemplary role model for pupils and colleagues, promoting desired behaviour
- Developing supportive, respectful, and trustworthy relationships with each other.
- Promoting self-esteem, self-discipline and a sense of calm
- To provide a safe, supportive, stimulating environment free from disruption, violence, discrimination, bullying and any form of harassment that supports pupils' learning
- Ensuring that expectations and consequences are applied consistently.
- Promotion of a proper regard for authority, and positive relationships based on mutual respect.
- Ensure that pupils listen and are listened to and value others
- To actively seek and praise positive behaviour
- To acknowledge and reward positive behaviour
- Supporting pupils in adhering to this policy.
- Being proactive, actively seeking to prevent inappropriate behaviour
- Help pupils to develop the ability to make choices about their behaviour
- Promoting a calm, supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Help pupils understand their rights and responsibilities as citizens in modern Britain

Pupils will be responsible for:

- Their own behaviour
- Working to the best of their ability, and allow others to do the same
- Treating adults and children with respect and to be aware of the impact of their behaviour on others
- Following the instructions of the school staff
- Caring for and respecting property within the school environment and community
- To follow class expectations
- Be aware of their own emotions and actions and take responsibility for these both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Supporting the school in the implementation of this policy
- Making pupils aware of appropriate behaviour and school's expectations
- Supporting the school when consequences have been used
- Encouraging independence and self-discipline
- Promoting positive behaviour at home in order to have continuity between home and school
- Treating members of staff with courtesy and respect in telephone conversations, face to face interactions and in comments on social media platforms
- Making a telephone appointment or a face to face meeting if there are concerns around a child's behaviour. This **must not** be communicated to the teacher at the door of the classroom at the beginning of the day.
- Refraining from aggressive or disrespectful language, inclusive of raised voices or threatening body language, when speaking with a member of the school community. Such responses will not be tolerated and will result in the immediate termination of a telephone conversation or in a face to face meeting. Serious incidents may also result in implied permission being withdrawn for a period of time.

The local governing committee will have overall responsibility for:

- Supporting the school in the implementation of this policy.
- Reviewing the effectiveness of this policy
- Handling complaints regarding this policy, as outlined in the BBCET Complaints Policy

3. Definitions

For the purposes of this policy, the school will define 'serious unacceptable behaviour' as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define 'low-level unacceptable behaviour' as any behaviour which may disrupt the education of the perpetrator and/or other pupils.

4. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse, neglect and exploitation can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

6. Managing behaviour

Instances of unacceptable behaviour will be dealt with promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

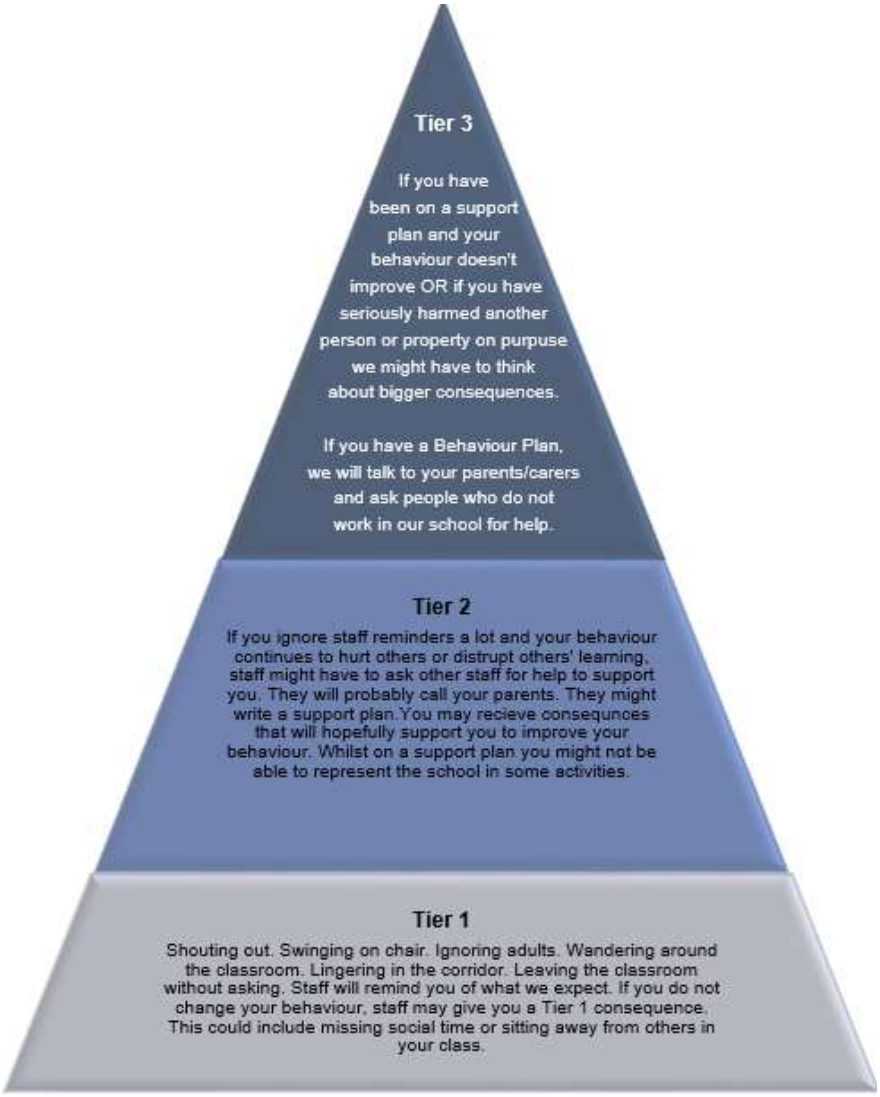
A record will be kept of incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection. Bullying will be dealt with by the Anti- Bullying policy.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school, will be provided alongside 'consequences' to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following consequences will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

Management of Unacceptable Day to Day Behaviour	**Management of Unacceptable Persistent Behaviour**	**Serious Unacceptable behaviour.**
The **class teacher** is responsible for maintaining a good level of behaviour in their classroom and shared areas. The class teacher is responsible for managing unacceptable behaviour from their class. The class teacher will implement a range of sanctions at an age appropriate level. They may choose to seek support / advice from the phase lead. Examples of unacceptable behaviour; the list is not exhaustive. • Disrespectful behaviour e.g. ignoring others • Poor manners e.g. not responding to others by using words to acknowledge they are being spoken to • Failure to respond to instructions in a timely manner e.g. lining up on the yard • Unnecessary noise which prevents others from learning e.g. repetitive talking and shouting out • Inappropriate behaviour around school e.g. running in corridors, pushing in front of others	The **class teacher** is responsible for the management of persistent unacceptable behaviour within the classroom and shared areas. The class teacher will meet to **inform the phase leader** to seek support or advice relating to persistent unacceptable behaviours. The class teacher will implement a Behaviour **Support Plan**. Parents / carers will be informed as well as a member of the Senior Leadership Team. This plan will be in place for 2 weeks and it will be reviewed on a weekly basis with the class teacher and parents /carers. The Behaviour Support Plan will acknowledge what is going well relating to behaviour and list up to a maximum of three behaviours that will be closely monitored over two weeks. The Behaviour Support Plan will go home each day to be signed by a parent of carer. Positive changes in behaviour will be rewarded. Pupils will stop using the support plan if their behaviour is at an acceptable level but	Members of the S**enior Leadership Team** (SLT) are responsible for managing serious incidents of unacceptable behaviour. A member of the SLT will contact parents or carers to arrange a meeting to share concerns. The Senior Leader may create a **Behaviour Plan** in consultation with class phase teacher, phase leader parent/ carer and pupil. The Behaviour Plan will include agreed targets with suitable rewards and consequences. The consequences in this plan will be stepped up from those at Support plan. The plan will usually be maintained for a maximum of four weeks and will be reviewed on a weekly basis in consultation with the Headteacher. All serious behaviours will be recorded. Serous behaviours are not tolerated. Where there is insufficient improvement a pupil exclusion will follow. This may be an internal or an external exclusion depending on the context. Some behaviours may be so extreme that they may immediately enter the Serious

• Telling lies • Failing to take responsibility for actions which have negatively impacted on others • Unkind and intolerant remarks which could cause harm	they will be monitored for one week using a **monitoring log.** This log will be kept in school and will go home at the end of the week. If there is a lasting change to behaviour there will be a reward period of up to 45 minutes. This plan can repeated for a further two weeks if there has been insufficient changes in behaviour. If it is repeated the **Deputy Headteacher** will be informed. If it is successful at that point the pupil will be given the 45 minute reward time. If there is still insufficient change in behaviour, these behaviours will now be regarded as serious and will be referred to actions in the **Serious** category. No pupil will be on a support plan for more than four weeks in total in one academic term or a period of 16 weeks unless there are exceptional circumstances.	Category. Examples of this may include: • Unprovoked violent physical behaviour towards pupils and staff. • Aggressive verbal behaviour towards pupils and staff. • The use of racial language. • Extreme damage to school property. Every effort will be made to support pupils, families and carers which may include: an Early Help Assessment, Educational Psychology referral, Local Authority support or intervention or multi-agency support.

This example links to the ‘Child Friendly Behaviour Policy’.



7. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT are aware of any pupil that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.

- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation e.g. If they stop the behaviour, then the consequences will be lessened.
- Using positive language - rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

Physical intervention

In line with the school’s Positive Handling Physical Intervention Policy, staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the Headteacher, and the pupil’s parent will be contacted. Where appropriate, the Headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil’s parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the Headteacher to determine what behaviour necessitates an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school.
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by trained members of staff.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Headteacher or member of the Senior Leadership Team (SLT) will request that the pupil's class teachers set them appropriate work to complete.

The Headteacher or member of the SLT will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary. Pupils will in this room eat during the allocated times of the school day and will have access to a toilet.

8. Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

9. Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors and staff will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

10. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
    - To commit an offence; or
    - To cause personal injury to any person, including the pupil themselves; or
    - To damage the property of any person, including the pupil themselves.

Pupils will not be permitted to use their mobile phones during the course of the school day. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The Headteacher will determine the proportionate length of time for confiscation.

Mobile phones are a high value item and are strongly not encouraged to be brought to school by pupils. St. Bede's cannot offer security for such high value items. However, pupils who walk to and from school may bring a mobile phone to school but must hand them in on arrival to the class teacher or teaching assistant. Mobile phones must be switched off and powered down before entering and exiting school property. Mobile phones will be stored in the classroom, however, due to the high value of such items the school does not accept

responsibility for any damage when on school property. Any pupil who does not hand their mobile phone in will be reported to the phase leader and the phone will then be taken to the school office and must be collected by the parent. If this happens repeatedly, this may result in the mobile phone not being allowed on school premises.

Devices which allow access to online games or social media platforms are prohibited too. This includes smart watches.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

- E-cigarettes and vapes
- Lighters / matches
- Aerosols
- Legal highs/psychoactive substances
- Knives
- Mobile phones
- Electronic devices

All members of staff can use their power to search without consent for any of the items listed above.

11. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Classroom rules and routines

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what acceptable behaviour is and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all

pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The Headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

Pupils will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.

- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates
- Positions of responsibility, e.g. being entrusted with a particular project

12. Effective pupil support

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment.

13. Behaviour outside of school premises

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises.

14. Data collection and behaviour evaluation

The school will collect data from the following sources:

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

The data will be monitored and objectively analysed regularly by the Headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

15. Monitoring and review

This policy will be reviewed by the Headteacher, Deputy Headteacher, Mental Health lead and SENCO on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is October 2026

Appendix A

Support Plan

Week Beginning:
Name of Pupil:
Class Teacher: Phase Leader:
What I do well:
•
•
What I need to improve on. The expectation is that there would be two improvement points but there may be occasions where three are needed.
Improvement Point 1:
Improvement Point 2:
Improvement Point 3:
•

MONDAY		Signed school/home
Session 1		
Break		
Session 2		
Lunch		
Session 3		
Break		
Session4		
Home		
TUESDAY		
Session 1		
Break		
Session 2		
Lunch		
Session 3		
Break		
Session4		

Home		
WEDNESDAY		
Session 1		
Break		
Session 2		
Lunch		
Session 3		
Break		
Session4		
Home		
THURSDAY		
Session 1		
Break		
Session 2		
Lunch		
Session 3		

Break		
Session4		
Home		
FRIDAY		
Session 1		
Break		
Session 2		
Lunch		
Session 3		
Break		
Session4		
Home		
End of week comments (school):		
End of week comments (home):		

Appendix B

Behaviour Plan

Week Beginning:	
Name of Pupil:	
Senior Leadership Team:	**Headteacher:**
What I do well:	
•	
•	
What I need to improve on. The expectation is that there would be two improvement points but there may be occasions where three are needed.	
Improvement Point 1:	
Improvement Point 2:	
Improvement Point 3:	
Reward:	
•	

Please tick box if Improvement Points have been met.

	9am to 10:30		**10:45 – 12pm**		**1pm – 2:15**		**2:30 – 3:30**	**Parent / Carer Signature**
Monday		**B**		**L**		**B**		
Tuesday		**R**		**U**		**R**		
Wednesday		**E**		**N**		**E**		

Thursday		**A**		**C**		**A**		
Friday		**K**		**H**		**K**		
End of Week School Comments:								
End of Week Parent Comments:								

Appendix C

Monitoring Log

Week Beginning:	
Name of Pupil:	
Class Teacher:	**Phase Leader:**
What I have improved on . The expectation is that there would be two improvement points but there may be occasions where three are needed.	
Improvement Point 1:	
Improvement Point 2:	
Improvement Point 3:	
Reward:	
•	

Please tick box if Improvement Points have been met.

	9am to 10:30		10:45 – 12pm		1pm – 2:15		2:30 – 3:30	
Monday		**B**		**L**		**B**		
Tuesday		**R**		**U**		**R**		
Wednesday		**E**		**N**		**E**		
Thursday		**A**		**C**		**A**		
Friday		**K**		**H**		**K**		
End of Week School Comments:								

End of Week Parent Comments:

Appendix D

Behaviour incident form – This may be used to report behaviour

Name of pupil		**Year group**	
Date		**Time**	
Location of observation		**Name of staff member**	
Before the incident: what led to the behaviour?			
During the incident: what did the pupil do?			
After the incident: what were the consequences of this behaviour?			
Additional comments			

Appendix E

Behaviour management observations review form – This may be used to review behaviour.

Name of pupil		**Year group**	
Name of key worker		**Date**	

Do there appear to be any patterns triggering the pupil's behaviour?
Are our existing management systems effective?
What achievable targets could we implement for the pupil to work towards?
What are the pupil's strengths?
What strategies could we implement to help the pupil achieve their targets?
Additional comments

Date policy last reviewed: October 2025

Date of next review: October 2026

Signed by:

L Fallon	Headteacher	Date:	12.10.25
C Mills	Chair of governors	Date:	12.10.25