



Behaviour Policy

**Full Governing Body
Review Date**

Monday 2nd February 2026

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Statement of intent

Throston Primary School believes that, in order to facilitate teaching and learning, exemplary behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Supporting and understanding inappropriate behaviour.
- Providing a safe environment free from violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents and carers.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Reasonable and proportionate sanctions may be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

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:

- Special Educational Needs and Disabilities (SEND) Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Complaints Procedures Policy
- Behaviour Action Plan

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Building a culture which values kindness, care, good humour, and empathy for others
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any consequences for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior 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.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher 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 policy 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:

- 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 every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

- Developing effective communications with parents and carers, ensuring that they feel included in their child's educational experiences.

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

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a 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.
- Keeping the following up-to-date with any changes in behaviour and implementing appropriate interventions:
 - SENCO.
 - Headteacher.
 - Deputy Headteacher.
 - Key Stage Leader.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour 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.

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, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

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 for example via Playfulness, Acceptance, Curiosity and Empathy training.

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, e.g. SEND and mental health needs.

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 and neglect, 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.

6. Managing behaviour

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

All staff will record 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.

Pupils will be made aware of support available to help them manage their behaviour and how to engage with it when needed.

School's arrangements for managing initial incidents of inappropriate behaviour.

The Building Blocks of our Approach

- Our school rules
- Recognition Systems
- PACE
- Unconditional Positive Regard
- Restorative Conversations
- Restorative Partnership Meetings

Our school rules

Be Kind

Be Ready to Learn

Be Safe

Some examples of these rules in action:

| Be Kind | Be Ready to Learn | Be Safe |
|---|---|--|
| Always say please and thank you Hold doors open for people Say good morning/afternoon to adults Use a calm and polite tone of voice Accept responsibility if you make a mistake and say sorry | Respect others' right to learn Complete homework Wear correct school uniform Keep the classroom tidy | Respect school policy Value difference Follow adult instructions Walk around school safely Sit safely Play safely Communicate politely |

Recognition Systems

We recognise and reward learners who go 'over and above' our expected standards. Staff understand that a quiet word of personal praise can be as effective as a more public, extrinsic reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Recognition of 'over and above' behaviours include:

- 'First attention for best conduct'
- Recognition boards (when teaching specific behaviours, recognition boards can be used to recognise learners displaying that behaviour. The intention is that by the end of the day, all learners' names are on the board.)
- Personal, meaningful praise
- Stickers
- Certificates
- Dojo points
- Throsties which recognise when learners have displayed our values
- Headteacher certificates
- 'Always' - children who have always followed our rules of 'Kind, Ready and Safe' are rewarded with small edible treats with the Headteacher and deputy. This may be children who follow the rules every day or children who have shown they have made progress and have done so for that week.

The PACE Approach

Our staff are trained in the PACE approach.

PACE was developed by Dr Dan Hughes (a clinical psychologist specialising in childhood trauma) with the aim of supporting adults to build safe, trusting and meaningful relationships with children and young people who have experienced trauma. The approach focuses on building trusting relationships, emotional connections, containment of emotions and a sense of security.

PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is done by communicating the four elements of PACE together flexibly, not as a step by step process. Using PACE helps adults to slow down their reactions, stay calm and tune into what the child is experiencing in the moment. It supports us to gain a better understanding of what the child is feeling. It allows us to stay emotionally regulated and guide the child through their heightened emotions, thoughts and behaviours. In turn, PACE helps children and young people to feel more connected to and understood by important adults in their life and ultimately, to slow down their own responses.

Playfulness

Acceptance

Curiosity

Empathy

Unconditional Positive Regard

Unconditional Positive Regard is the idea which says all members of the school community are valued for their own worth. It involves treating a person with empathy, genuine care, and without judgment, regardless of their behaviour. Unconditional Positive Regard involves finding and building connections between people. All staff are expected to practise Unconditional Positive Regard for all learners, their parents and the adults in school.

30 second interventions

- Drop to the child's level
- As privately as possible
- Use a calm and level tone
- You don't need eye contact
- Use the script (below)
- Don't be drawn into a conversation of any kind ('Be that as it may')
- Walk away. Do not turn back. Allow 'take up time'.

The script

1. I've noticed you are...
2. It was the rule about ...that you broke
3. You have chosen to...
4. Do you remember last....when you....
5. That is who I need to see today.
6. Thank you for listening.

Time Out

Time away from others allows learners and adults to reset boundaries and allows time for both learners and, if necessary, adults to regulate. They may take place in the classroom, in another classroom (with appropriate work that can be completed independently), by standing next to an adult at playtime or lunchtime,

Five minutes out of the classroom may be enough, though some learners will need longer before they can engage in a restorative conversation. The aim is to minimise lost learning time.

When supervising a time out, staff are not expected to intervene. The adult instigating the time out will check with the supervising adult, if they believe that the learner is ready to return to learning and a restorative conversation with the instigating adult will take place when time is available. If a learner refuses to comply with the time out, the Family Support Officer or a member of the senior leadership team will support the time out and, if necessary, with the restorative conversation. However, the original adult must always be involved and, ideally take the lead.

Restorative Conversations

When relationships have broken down, restorative conversations repair them and teach behaviour positively.

Questions to choose from to guide the conversation:

1. Can you tell me what happened?
2. What were you thinking/feeling at the time?
3. What are you thinking/feeling now?
4. Who do you think has been affected by your actions? How were they affected?
5. What could you do now to help make things right?
6. How can we prevent this from happening again in the future?
7. What should happen now?

Restorative conversations happen after each time out, with the person who implemented that time out. Any behaviour incident which has not been resolved at the end of lunchtime will be referred to an appropriate member of staff who will facilitate.

Restorative conversations are not a replacement for sanctions. When deciding what should happen next, children should lead if possible.

Possible next steps:

- Apology - verbal or written
- Restorative actions eg a child who has damaged property, may help to repair it
- Miss a playtime. If this is suggested/agreed by child, there may be no need for other actions
- If relationships are not restored, class teacher to inform parents and record on CPOMs including parental reaction.
- If parents are supportive of next step eg missed playtime, detention, then no further action may be needed.
- If no agreement, a restorative partnership meeting should be arranged.

Restorative Partnership Meetings

Restorative Partnership Meetings are arranged where there is a cause for concern about a learner. This may centre around persistent negative behaviour, a severe incident and/or relationship breakdown. It allows a 360° view of the learner and their needs. Class teacher, pupil, parent/carer, a Family Support Officer, a member of the Middle Leadership Team , the Senior Leadership Team and possibly a governor may be invited.

The meeting will review the situation, discuss positive outcomes and possible sanctions. 'Paying back' lost learning may be considered. If necessary, a personalised plan will be developed. At the meeting a review date will be agreed. Personalised plan should be time-limited. Restorative Partnership Meetings should be recorded and shared on OneDrive.

The steps

1. Redirection - a nudge or small act of kindness
2. Reminder - Kind, Ready, Safe in private. Staff to take the initiative to keep things at this stage
3. 30 second script intervention
4. Time out - 5 minutes might be all that is needed and restorative conversation (and follow plan if in place)
5. Formal meeting – restorative partnership meeting

Allow take-up time between each step

Serious and Significant Incidents

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff
- Pupil's parents will be informed on the same day, where possible, and invited to discuss the incident

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether the pupil should be suspended, and will determine the length of the suspension

The headteacher will consider whether a permanent exclusion is necessary, in line with the [DfE Suspension and Permanent Exclusion Guidance](#) (August 2024), alongside alternative options such as a managed move or off-site direction to improve behaviour.

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

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 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.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents
- Provide Family Support Officer/ELSA support
- Support Plans
- Engagement with local partners and external agencies for example Alliance
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum embedded in PSHE, 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, for example moving within the school quietly.

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.

We use our Throsties to teach values and skills for life.

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:

- Use of the PACE approach (as detailed above)
- 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.
- Providing adequate personal space and not blocking a pupil's escape route.
- 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. that if they stop the behaviour, then the consequences will be lessened.
- 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 Physical Restraint Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from injuring themselves or others, or damaging school property.

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 Physical Restraint Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

Any violent or threatening behaviour will be addressed as soon as possible. It is at the discretion of the headteacher to determine what behaviour necessitates a suspension or exclusion, in line with the [DfE Suspension and Permanent Exclusion Guidance](#) (August 2024).

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.

Detentions

The school will make it clear to parents and pupils that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of

detention as a sanction will be applied fairly and consistently, and staff and pupils will be made aware of when it may be used.

Only members of the Senior Leadership Team at the school will agree to implement detention for a pupil.

The following indicate the times during which detention can be held outside of school hours:

- Any school day where the pupil is not authorised to be absent

Parental consent will be required for detentions after school hours.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil.

Detentions will not be issued where there is any reasonable concern that it would compromise a pupil's safety. An alternative and appropriate sanction will be issued instead.

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

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke or vape 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.

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 and a parent or carer will be notified.

Mobile phones will be handed in on arrival – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day. Mobile phones should not be switched on until pupils leave the school premises.

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.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Mobile phones

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the DfE Searching, Screening and Confiscation guidance when conducting searches and confiscating items.

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 engaged.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school rules, which requires pupils to:

- Be Kind
- Be Ready
- Be Safe

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

For pupils, parents will read the home school agreement with their child and sign it on their behalf if needed.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently show poor behaviour closest to, and facing, the teacher.
- Seating those who frequently show poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

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.
- The praise given is always sincere and is not followed with immediate criticism.

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
- ClassDojo points, 100 points will result in a visit to the school vending machine
- Certificates, award evening and special assemblies
- Positions of responsibility

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. Alternative provision may also be required for pupils with additional needs.

Designated wellbeing staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

All staff have a responsibility to promote the wellbeing of all pupils and staff.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

13. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner.

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

- Could negatively affect the reputation of the school.
- 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.

In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

14. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour data, including on removal from the classroom will be recorded on CPOMs
- 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 termly 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 and senior mental health lead 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 February 2027.



Appendix A: one page summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition

The school rules: Be Kind, Be Ready to Learn, Be Safe must be displayed in each learning space and referred to in conversations around conduct.

All staff:

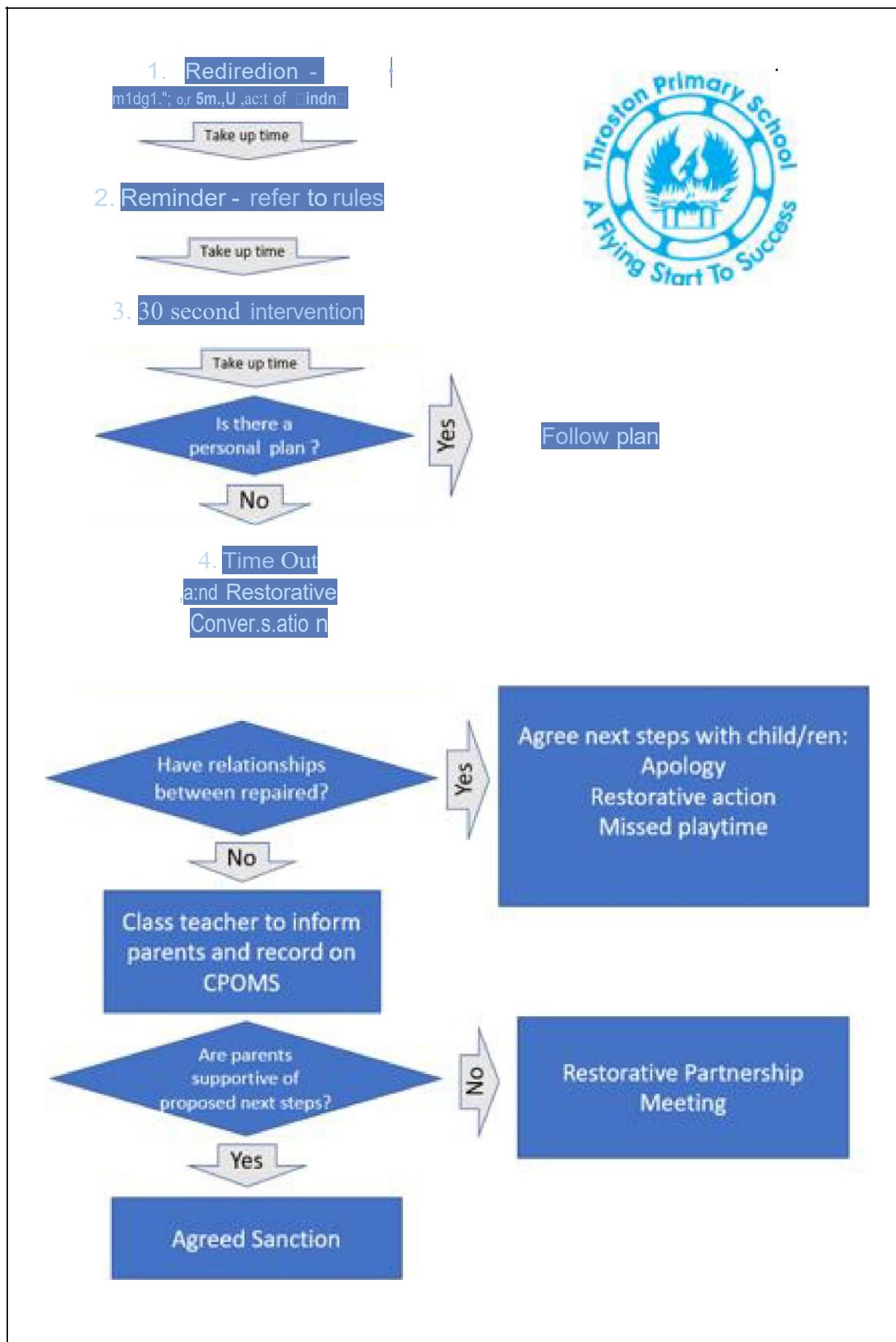
- Deal with behaviour without delegating
- Refer to 'Kind, Ready and Safe'
- Model behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Hold learners in Unconditional Positive Regard all the time
- Recognise positive behaviour
- Remain calm
- Allow take up time
- Follow up every time, retain ownership and engage in reflective conversations with learners

The steps

1. Redirection - a nudge or small act of kindness
2. Reminder - Kind, Ready, Safe in private. Staff to take the initiative to keep things at this stage
3. 30 second script intervention
4. Time out - 5 minutes might be all that is needed and Restorative conversation (and follow plan if in place)
5. Formal meeting – restorative conference

Allow take-up time between each step

Appendix B: flowchart



Behaviour Principles

- **Positive approach:** Focus on rewarding good behaviour and mutual respect. To ensure all children receive first attention for best behaviour.
- **Inclusivity:** Ensure all members of the school community are free from discrimination, harassment, and bullying. We recognise some pupils may need additional support to meet behaviour expectations.
- **Partnership:** We will work with parents, carers, our community and external agencies to support behaviour.
- **Fair and consistent:** Have a fair and consistent approach to behaviour and discipline. All staff will support and promote our values (Throsties).
- **High standards:** Good behaviour is essential for pupil safety and success.
- **Clear expectations:** Behaviour expectations and routines should be taught clearly.
- **Responsibility:** Children should feel responsible for their actions. All staff take responsibility for and model good behaviour in school and will be supported by the governing body and school leaders wherever necessary.
- **Intervention:** Provide support and intervention whenever needed.
- **Rewards and Sanctions:** Good behaviour is recognised and celebrated. Where high expectations are not met, appropriate and fair consequences are applied.
- **Restoration:** Ensure all staff facilitate a restorative follow-up to incidents of poor behaviour.