

Behaviour policy and statement of behaviour principles

Linden Primary School



The three rules to building positive relationships

- Show respect and good manners at all times
- Follow instructions with thought and care
 - Care for everyone and everything.

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

"Good behaviour is a necessary condition for effective teaching and learning to take place."

Linden Primary School - Our vision

At Linden we aim to inspire pupils to have a love of learning which will enable them to achieve their full potential, whilst also developing our pupils into young adults who will make a positive contribution to their local community and society. Throughout their time at Linden, we aim to create an environment where pupils feel valued, happy, safe and included.

Learning Behaviours at Linden – Key Principles

Child learning behaviours are fundamental to our pupils' future success. A key principle has to be that our pupils are positive with regard to working hard and embracing challenge. We encourage and expect our pupils to develop both independent learning behaviours' and an intrinsic desire to grasp those opportunities available to them.

Behaviour will improve by consistently applying simple procedures that involve the whole school community. Excellent behaviour in schools is fundamental in ensuring a healthy, productive and vibrant learning community.

Behaviour must be planned, taught, practised, valued, modelled, praised and be part of the process that is a key part of school life. The management of behaviour is the responsibility of everyone involved with the school and it needs to be understood by all in terms of their roles and responsibilities.

The management of behaviour can be best defined as - the actions taken by the school to enable the following to be clearly evident:

- Pupils will learn in a calm and peaceful learning environment
- Children are engaged and challenged in their learning
- Everyone in the school feels safe and valued
- There is a welcoming atmosphere where our pupils show the school values of compassion, respect, integrity and growth.

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 or vapes
 - 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 pupils)

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

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 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
- Recording behaviour incidents promptly via CPOMS or by using a paper version (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations
- Communicating with parents regarding the behaviour of their child when necessary

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
- 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 mid-phase arrivals.

6. School behaviour curriculum

At Linden Primary School, we recognise that “good behaviour is a necessary condition for effective teaching and learning to take place,” and that all pupils have the right to feel safe and valued whilst at school. As a school, we have high expectations for pupils’ behaviour however we recognise that some pupils may need support in following the school rules. Developing positive relationships with these pupils is crucial in supporting them to follow the school rules and ensure that effective teaching and learning can take place.

Our behaviour management ethos reflects a range of research that has shown that the most effective behaviour management strategies support pupils in making the correct choices rather than being based on punishing pupils for misbehaviour incidents.

The Education Endowment Foundation guidance on behaviour summaries that good behaviour management should reflect the following principles:

1. Know and understand your pupils and their influences
 - Pupil behaviour has multiple influences, some of which teachers can manage directly
 - Understanding a pupil’s context will inform effective responses to misbehaviour
 - Every pupil should have a supportive relationship with a member of school staff
2. Teach learning behaviours alongside managing behaviour
 - Teaching learning behaviours will reduce the need to manage misbehaviour
 - Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning
 - Teachers should encourage pupils to be self-reflective of their own behaviours
3. Use classroom management strategies to support good behaviour
 - Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression
 - Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time
 - Reward systems based on pupils gaining rewards can be effective when part of a broader classroom management strategy
4. Use simple approaches as part of your regular routines
 - Some strategies that don’t require complex pedagogical changes have been shown to be promising
 - Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour
 - School leaders should ensure the school behaviour policy is clear and consistently applied
5. Use targeted approaches to meet the needs of individuals in your school
 - Universal behaviour systems are unlikely to meet the needs of all your students
 - For pupils with more challenging behaviour, the approach should be adapted to individual needs
 - Teachers should be trained in specific strategies if supporting pupils with high behaviour needs
6. Consistency is key
 - Consistency and coherence at a whole-school level are paramount
 - Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches

- However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

As a result of the above staff members at Linden Primary School are expected to:

- Develop positive relationships with the pupils
- Develop an understanding of the outside factors that may be affecting a pupil
- Remain calm when dealing with incidents of misbehaviour
- Understand that pupils need to be challenged and be able to access the school's curriculum to be engaged in lessons
- Provide clear expectations of behaviour and remind pupils regularly of these
- Support pupils in reflecting on their behaviour
- Remind pupils of the behaviour expectations by rewarding pupils who are showing the correct learning behaviours with positive praise
- Engage in training to support effective behaviour management
- Understand that pupils may not be intentionally not following the rules and provide clear expectations to support them
- Identify pupils who may struggle to be able to follow the school rules, liaise with school leaders on how to best support these pupils
- Ensure that they are consistently following the school's behaviour policy

6.1 Mobile phones

Pupils are not allowed to have access to mobile phones during the school day at Linden Primary School. Pupils in Year 5 & 6 who are walking home on their own may bring a mobile phone to school.

Any phones brought into school need to be handed into the school office before the start of the school day where they will be stored securely.

At the end of the school day pupils need to collect their mobile phone as they leave the school premises.

7. Responding to behaviour

7.1 Classroom management

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

They will:

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

- Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

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

Positive behaviour will be rewarded with:

It is the responsibility of pupils to make good choices at all times. Children are expected to make good choices by following our simple 3 Rules:

- **Show respect and good manners at all times**
- **Follow instructions with thought and care**
- **Care for everyone and everything.**

These rules need to be modelled by all adults in our school. As a school we believe that we should reward positive behaviour and not over-react to negative behaviour.

As a school we reinforce the behaviours that we want to see from our pupils by giving them positive praise when they show these behaviours.

Our school rewards systems include:

Individual rewards

The rewards that will be awarded most often are the immediate rewards.

The smile, thumbs up, the verbal praise, stickers, praise to parents, praise to others etc

House Points

We will be using House Points across the whole school which is a quick and simple way to reward children for following the 3 school rules

When a house point is achieved, the pupil needs to know which rules they have been awarded it for and how their behaviour demonstrated that rule. E.g. 'Well done Adam, you have shown respect and good manners to all by going to speak to the dinner staff about a problem you were having.'

This way the children are recognising what 'respect and good manners' looks like.

Key aspects of these rewards:

- They should be given immediately during the day on which the behaviour was recognised.
- The rewards should be of value to the recipient of the reward.
- The reward should be presented as a thing of worth.

Multiples of 100

When a child has achieved 100 house points, their reward is a bronze star badge.

When a child has achieved 200 house points, their reward is a silver star badge.

When a child has achieved 300 house points, their reward is a gold star badge.

When a child has achieved 400 house points, their reward is a platinum star badge.

These badges will be worn as part of the school uniform, reflecting the appropriate behaviour that the child demonstrated to all.

Each pupil at school is also allocated into one of the four school houses: Compassion, Integrity, Respect and Growth.

The house that has the highest total each term will also receive a reward as a house. House rewards may include:

- Movie afternoon
- Games on the field
- Board game afternoon
- Trip to the local park
- Disco

Whole Class Rewards

Class based rewards – 40 marbles in the jar

The use of a class wide rewards system has many valuable outcomes:

- The system can be used to teach a particular rule
- It has the benefit of bringing the whole class together as one.
- By rewarding the whole class when they support a child on an individual Behaviour Plan to achieve his/her goal, creating a natural opportunity for the class to be supportive of the child or children with challenging behaviour rather than being jealous of them or labelling them as the 'it's not fair child/children'.
- It creates a sense of wellbeing for the whole class when the class achieves the goal it has been set.
- It helps individuals to improve their own behaviour.
- It can create the opportunity to signal the positive use of the rules and instructions.
- It will enable the whole class to feel very positive about themselves.

What kind of Rewards once the class achieves 40 tokens in the container?

- Golden star badges
- Extra golden time
- Cooking
- Films and food
- Picnic
- Parties
- Treats
- Games
- Sports
- Activities in another classroom
- iPad time
- letters to parents
- Parents to come and work in class

How to use the class reward system

This is a reward for the whole class, not individuals – every child will benefit from the reward and will participate fully in it.

Rule and tokens:

- One key aspect of this system is to teach the three school rules as well as enabling the pupils to practise them.
- Consider the first rule that you would like the children to focus on. This rule should be the rule that is displayed in the classroom and should be in view of the children. There should be a clear expectation of the behaviour pupils are expected to show in order to follow that school rule. For example, School Rule: Show respect and good manners at all times; Target (how): listening without talking when another child or adult is talking to the class. Example 2: School Rule: Follow instructions with thought and care; Target (how): Starting work quietly and quickly when instructed.
- The whole class target should be changed on at least a fortnightly basis depending on how quickly the pupils have succeeded in hitting the target behaviour
- The object of this process is that the class earns a token when it is noticeable that **the class as a whole** is using the particular rule that is the focus of the session, which maybe a morning, afternoon, day, two days, week etc.
- To mark the fact that the rule is being used well by the class, a token is transferred from one container to another ~ **the Sound of Success!**
- **Once a token is given, it is never taken away.**
- Sometimes two tokens can be given, to mark a special occasion. E.g. a supply teacher is taking the class or if a particularly challenging child has followed one of the rules really well for a sustained period of time.

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.

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

Sanctions

Sanctions must be something pupils don't like but they must never be physically or psychologically harmful. Sanctions do not work in isolation. They must be balanced with positive support. The sanctions should be framed in such a way as to reflect the discipline hierarchy. It is important to have a serious misbehaviour clause within the list of repercussions. The behaviour step ladder begins again after every break.

The Behaviour Step Ladder

Verbal reminder:

A pupil chooses not to follow a rule and a verbal warning is given by an adult.

Four things to consider when giving a child a verbal reminder:

- Use the pupil's name.

- Indicate to the pupil which rule has been broken.
- State the effect that breaking the rule is having or potentially could have.
- Say what will happen if the child persists with the wrong sort of behaviour.

The tone of your voice will be calm and one of genuine disappointment allied to the real desire of not having to discipline the same child again. It also serves as a reminder to the others of the rules and instruction.

Step one:

The pupil chooses not to follow a rule **again**: A final warning is given and the pupil's name is moved to **Step One**.

When giving a final warning to a pupil remember the four things to consider from the verbal reminder and also state the consequence of breaking another school rule – e.g., moving to Step 2 and time out within the classroom.

Step two:

Time out within the classroom: 12 minutes max (Y6), 10 minutes max (Y5), 8 minutes max (Y4-Y1) and 5 minutes max (EYFS). Use of a sand timer/digital display for timing. The child's name is moved to **Step Two**.

This space is reserved for the pupil, to enable them to become detached from the normal activities, it is time without attention. It is also a visual reminder for others that just as they are rewarded for good behaviour, there are repercussions for choosing to use inappropriate behaviour.

While in timeout, reflective phrases could be displayed, this helps with the reflection process.

Step Three:

A time out in another supervised teaching area: 15 minutes max (Y6), 12 minutes max (Y5), 10 minutes max (Y4-Y1) and 5 minutes max (EYFS).

The pupil and an appropriate adult (where possible) in EYFS & KS1 but in KS2, just the pupil, has the **timeout slip**, that is taken to the receiving phase leader. In addition, the child's name is moved to **Step Three**.

If a child needs an escort, it needs to be an adult. A child cannot be part of the 'consequences process' by acting as an escort.

It is essential that the child does not disrupt the class when they arrive, this is all about how the child is received and how prepared the teacher is to receive them. A place is available in every classroom.

Date	Name	Lesson & effect	Staff	Rule not being followed	Step 3	Time
9/9/25	Zaara	Maths – disturbing others	AC	Manners/Respect		12 mins
				Care for everyone		
				Follow instructions		

When a child successfully completes their time out in an additional classroom the phase leader will highlight the slip green before the child returns to class with it.

There will be key children who will not cope with having the time out in another classroom. These key children will be having their timeout with a member of SLT.

The incident must then be logged on CPOMS, please see the example below and parents must also be informed.

Step four:

The child is taken or collected by a designated member of the Senior Leadership Team and parents must be informed. The child's name is moved to **Step Four**.

- This incident will be recorded on CPOMS please see the example below.
- A loss of non-directed time of 15 minutes will happen immediately after the event during which time the missed learning will be completed with the adult responsible for the child.
- The teaching adult will later debrief the child, focusing on an understanding of their behaviour, the triggers and what could have been done instead. This conversation is held before the end of the school day and recorded on CPOMS with additional actions demonstrating how they are working together to reduce a repeat of the behaviour.

Step five:

The child is sent to the Senior Leaders for an 'In school inclusion'. Minimum of 1 lesson. Parent/carer contacted or invited in for a face to face conversation. The pupil has now reached **Step Five in one day ~ a serious breach of the rules**. The name of the pupil is recorded on CPOMS and the pupil's name is now placed on **Step Five**.

Once the crisis point has been de-escalated, the pupil will be completing academic work as well as activities designed to focus on reflecting on their behaviour and how to follow the school rules. This should not be about dwelling on the past but looking at ways that the pupil can be helped to develop positive behaviour patterns.

Should this step be reached for the first time, a half day inclusion will occur. The second time, this will be a whole day inclusion.

Once this step has been reached for the third time or an incident has been investigated which is deemed to be classified as 'serious misbehaviour', a decision will be made by SLT on the use of an external inclusion to another school or whether a fixed term exclusion is necessary.

In the case of an external inclusion to another school, it is expected that the parent or carer takes the pupil to another school, where a member of Linden will meet them and complete the inclusion. It will then be expected that the parent returns the pupil to Linden at the end of the inclusion.

We strongly believe in a consistent approach to behaviour across the school, however all serious misbehaviour incidents are investigated separately in order to ensure the most appropriate repercussions are put in place for each pupil. The key in helping the pupil is identifying the root cause of the incident and making every effort to help the pupil overcome the issues or, at least, come to terms with them.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Serious refusal to comply with instructions
- Continued disruption to the learning of others.
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Physical assault or threat of being physically assault
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour

CPOMS Reporting Example

Step: 3

Rule Broken: Follow instructions with thought and care

How: Defiance – refused to follow instructions from the teacher

Details: Sam refused to complete his work in class. Instead he walked around the classroom banging a pot on tables loudly. He was given a warning by James Hunt and moved to step 1, he continued to move around the classroom distracting other pupils from their work and began throwing pencils around the classroom. He was moved to step 2 by James Hunt however he continued banging loudly whilst reflecting on his behaviour. He was moved to Step 3 and taken to the phase leader's (Sonia Chopra) classroom.

Action: Removed to phase leader's (Sonia Chopra) classroom where he began to calm down and successfully completed his reflective time

Action: Restorative conversation held – Sam said he felt angry as he had an argument with his friend at play time. He understood that his actions may have distracted others from their work and feel scared. Next time he will talk to an adult if he has an argument at play time to help him calm down and avoid further incidents

Action: Parent called to discuss the incident. His mum commented that this also happens at home and would appreciate the school supporting Sam in managing his emotions

Pupils are expected to:

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

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

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 (see appendix 3 for a behaviour log)

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 Searching and confiscation

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

Confiscation

Any prohibited items 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 the Head Teacher 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:

- Desks
- Lockers
- 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) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, 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.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil

- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

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 Head Teacher or Designated Safeguarding Lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

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

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who

made the allegation is in need of 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

8.2 Removal from classrooms

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

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

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of the school leadership team, and will be removed for a maximum of one day.

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

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, by:

- Completing relevant risk assessments
- Creating individual behaviour plans
- Referring to outside agencies such as the SEMH team

Staff will record all incidents of removal from the classroom on CPOMS, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.3 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 exclusions policy for more information

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will 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.

To support pupils with SEND with their behaviour at school the following steps may be followed:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

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

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the 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.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

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.

- Completion of behaviour reflection forms
 - Reintegration meetings
 - Daily contact with a designated adult

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.

For further information on transitions please see the Linden Primary School Transition policy.

12. Training

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

- The importance of positive behaviour management
- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

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, and other stakeholders (via anonymous surveys)

The data will be analysed every half term by Chris Taylor (Headteacher)

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 headteacher and full governing board every two years, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Head Teacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Anti-bullying policy
- Transition policy
- SEND policy

Appendix 1: written statement of behaviour principles

The following principles are suggestions only. Adapt this statement to suit your school's circumstances.

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

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Appendix 2: Time out in another class forms

Name	Date	Lesson & effect	Staff	Rule no being followed	Step 3	Time
				Manners/Respect		
				Care for everyone		
				Follow instructions		

Name	Date	Lesson & effect	Staff	Rule no being followed	Step 3	Time
				Manners/Respect		
				Care for everyone		
				Follow instructions		

Name	Date	Lesson & effect	Staff	Rule no being followed	Step 3	Time
				Manners/Respect		
				Care for everyone		
				Follow instructions		

Name	Date	Lesson & effect	Staff	Rule no being followed	Step 3	Time
				Manners/Respect		
				Care for everyone		
				Follow instructions		

Name	Date	Lesson & effect	Staff	Rule no being followed	Step 3	Time
				Manners/Respect		
				Care for everyone		
				Follow instructions		

Appendix 3 – Rules and misbehaviour definitions

Show respect and good manners at all times	Follow instructions with thought and care	Care for everyone and everything.	Serious misbehaviour
Disturbing other children	Refusal to work	Careless damage of property	Bullying
Not on task	Not following instructions	Minor vandalism	Physical abuse of a child
Answering back	Walking away from a discussion	Vandalism of school buildings/property	Physical abuse of an adult
Constant interruption of learning	Dangerous refusal to obey instructions	Abuse/threatening behaviour towards staff/parents	Racial abuse
Major disruption of class activity	Defiance, or displaying negative attitude	Isolated acts of violence – kicking, hitting etc.	Possession of a weapon or drugs
Mild verbal abuse or bad language	Leaving the classroom without permission	Threatening behaviour	Damaging school property
Persistent verbal abuse/bad language	Leaving the school premises without permission	Unsafe movement around class/school	Stealing

Appendix 3: behaviour log – To be reported on CPOMS unless a staff member does not have access

Name of Pupil		Class	Date	Time
Rule Broken				
Show respect and good manners at all times		Follow instructions with thought and care		Care for everyone and everything
How was the rule broken?				
Details				
Action				
Member of staff informed			Name of staff member	
YES /NO				

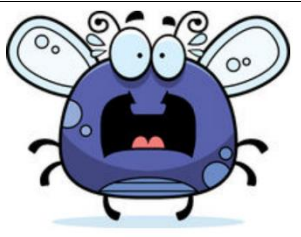

Appendix 4: Behaviour reflection forms

Linden Behaviour Reflection form

Name	Class	Date:
The rule I have not followed		
Manners/Respect	Care for everyone	Follow instructions
What happened?		
I felt...		
How I made other people feel..		
Next time, I will..		
Signed:	Witnessed:	

Linden Behaviour Reflection form

How _____ made me feel by not following the school rules.

Name	Class	Date:
The rule that has not been followed		
Manners/Respect	Care for everyone	Follow instructions
What happened? What bugged you?		
I felt...		
What do you wish would happen?		
Signed:	Witnessed:	