



Behaviour Policy and Statement of Behaviour Principles

Date Policy Formally Agreed By Governors:
Date Policy Becomes Effective: September 2023
Review Date: 2024, 2025, 2026
Person Responsible for Implementation and Monitoring: Headteacher

1. Aims

Behaviour in Schools: Advice for headteachers and school staff (DfE, 2024) states that 'Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.' At Keldmarsh Primary School, we believe that in order to facilitate high quality teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life and that the best way to enable this is to provide a positive ethos in a nurturing environment where everyone feels happy, safe and secure and are valued, respected and treated fairly. In order for this to be effective, pupils must feel a strong sense of connection with the members of staff. Strong relationships between staff and pupils, therefore, are vital. Staff will be fair and consistent with all pupils, taking into account individual needs and they must act as a good role model in their own behaviour ensuring that expectations and processes are consistently followed. This policy is therefore designed to support the way in which all members of our school can work together in a supportive way.

In line with our ethos, vision and values, our aims for behaviour at Keldmarsh Primary School are:

- To create a positive, nurturing culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- To ensure that all stakeholders understand what expected behaviours are and how to support pupils to achieve these
- To ensure that all stakeholders understand what misbehaviour is and how to appropriately support and sanction pupils who display this
- To ensure that behaviour is consistently managed and high expectations are applied to all pupils, whilst recognising that some pupils have specific needs

2. Roles and responsibilities

The Governing Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix A)
- Promoting the importance of expected behaviour across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring and challenging behaviour data
- Holding the Headteacher to account for the implementation of this policy.

The Headteacher is responsible for:

- Giving due consideration to the school's statement of behaviour principles
- Developing, implementing and monitoring the implementation of the policy
- Ensuring that the wider school environment encourages positive, nurturing behaviour
- Ensuring that all staff understand the expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture

- Providing appropriate training in behaviour management to any staff who require it so that 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 and monitoring behaviour data and reporting it to governors

School staff are responsible for:

- Implementing the behaviour policy consistently both in the classroom and around the school with pupils in their class and from other classes
- Creating a safe classroom environment for all that encourages positive behaviour
- Treating all pupils fairly and with respect and being aware of individual specific needs and circumstances that could affect their ability to meet the expected standards
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Modelling and communicating expected behaviour through routines, standards and positive relationships and supporting and challenging pupils to meet these
- Seeking the support of the Headteacher/Assistant Headteacher/SENCO to develop personalised approaches to aid individuals with specific needs and circumstances to meet the expected standards
- Recording behaviour incidents promptly on CPOMS at the earliest opportunity and updating parents, where necessary
- Using the RIP (reprimand in private) and PIP (praise in public) principles and ensuring the Rainbow Rules are referred to when discussing behaviour with pupils and parents
- Using positive language when talking about pupil's learning and behaviour, both in front of and away from the child and avoiding shouting as a form of communication
- Using sanctions consistently and appropriately in relation to pupils's needs and circumstances
- Recognising times of good behaviour and reward in relation to pupils's needs and circumstances in all possible situations e.g. classroom, playground, assembly etc.

Parents/carers are responsible for:

- Ensuring that they understand the school's behaviour expectations and supporting their child in adhering to the school's behaviour policy
- Taking part in the life of the school and embracing its culture
- Discussing any behavioural concerns with the class teacher promptly
- Supporting the school's decisions in relation to their child taking responsibility for their actions and understanding and accepting the given sanctions for this
- Informing the class teacher of any changes in circumstances that may affect their child's behaviour
- Taking part in any pastoral work following their child's misbehaviour (for example: attending reviews of specific behaviour interventions)
- Understanding that information relating to the behaviour of, or subsequent sanctions given to, a child other than their own will not be shared directly with them.

If parents have any concerns about a behaviour incident involving their child or the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher or school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

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 and their duty to follow the behaviour policy
- The school's Rainbow Rules and routines
- The rewards they can earn for meeting the behaviour standard, and the sanctions they will face if they don't meet the standard
- The support that will be available to them to help them meet the behavioural standard including repeated induction where appropriate

- They will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

3. Behaviour Curriculum

Teaching behaviour

Positive behaviour will be taught to all pupils, in order to enable them to understand the expectations, including what is unacceptable. All staff are responsible for setting the tone and context for positive behaviour and must focus on defining positive behaviour and making it clear what this looks like. The four main ways they can do so are: Routines, Learning behaviours, Rainbow Rules and Rewards and Sanctions.

Routines

Routines are essential for creating a structured and predictable environment that supports learning and well-being. Routines must be followed and reinforced in all aspects of the school day including: the start and end of the day, transition between lessons, movement around the school, breaks, lunchtimes and assemblies in order to teach and reinforce the expected behaviours.

Learning Behaviours

The school has six key learning behaviours which we believe all pupils should exhibit in order to achieve in their learning. Expectations will be taught to the pupils in the classroom and assemblies throughout the year and will be reinforced by all staff through modelling. The table below outlines some of the possible ways in which pupils can show these behaviours.

Resilience
● Taking a positive perspective on situations, including setbacks and how they have overcome these. ● Viewing challenges as learning opportunities. ● Regulating emotions and expressing feelings in appropriate ways. ● Focusing on the things they can control instead of dwelling on what they cannot change. ● Having a 'can do' attitude.
Independence
● Learning to follow routines and taking control of their own learning. ● Being actively engaged in learning. ● Using initiative and working independently on a given task ● Reflecting on their learning and making positive changes. ● Identifying strengths and development areas in their own work.
Pride
● Producing pieces of work which are to a high standard, including editing and improving pieces. ● Talking about their learning including what they have learnt and how they achieved it. ● Asking appropriate questions about their learning. ● Representing the school positively at events. ● Taking pride in their classroom and school environment by being organised and tidy.
Creativity
● Thinking 'outside the box' and creating alternative solutions to a given task. ● Using a unique approach to completing tasks. ● Showing curiosity and seeing the wonder in tasks. ● Uses learning to experiment, explore and discover. ● Uses imagination and memory in a creative way.
Understanding Others
● Being respectful ● Showing kindness ● Collaborating with others ● Showing tolerance ● Listening to, and valuing ideas from, others ● Asking/giving for support from others when needed
Challenge

- Going above and beyond the expectations within the lesson.
- Completing additional work/research around a topic at home or in their free time.
- Trying something that is not in their comfort zone.
- Taking a risk
- Completing challenges given in class

Rainbow Rules

The school has four key rules linked to the colours of the school rainbow which pupils and staff are expected to follow in order to facilitate a safe and secure learning environment. Expectations will be taught to the pupils in the classroom and assemblies throughout the year and will be reinforced by all staff through modelling. The table below outlines the expectations in more detail.

Respect Everyone
When considering respect, we need to think about: • Am I speaking to everyone in an appropriate and dignified manner? • Am I listening to everyone and valuing their thoughts and opinions (even if you don't agree with them)? • Am I treating everyone fairly and in the way that I would want to be treated?
Your Volume Matters
When considering volume, we need to think about: • Where am I in the school? • Who am I talking to? • Would I like to be spoken to in this way? • How loud am I? Am I speaking or am I shouting? • What impact is my volume having on the environment? • What impact is my volume having on others?
Be Proud of Yourself and Your School
When considering pride, we need to think about: • Do I look smart and presentable? • Am I joining in? • Am I presenting work of the highest standard? • Am I thinking and caring about the environment around me? • Am I playing my part in keeping the environment clean and tidy? • Am I looking after all resources (big to small, chairs to pencils)?
Gentle Hands, Gentle Words
When considering being gentle, we need to think about: • Am I being gentle? • How does my physicality affect others? • How do my words affect others? Am I saying the right thing at the right time?

Rewards

The school recognises that praise and rewards make many pupils feel valued and by ensuring that their work and efforts are celebrated makes it more likely that they will model the same behaviour again. When giving praise and rewards, teachers ensure that they are:

- **Immediate** – following desirable behaviour.
- **Consistent** – to maintain the behaviour.
- **Achievable** – to maintain attention and motivation.
- **Fair** – ensuring there is equitability for all pupils.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive and supportive environment. Pupils are encouraged to spot the learning behaviours on display, praise one another and notify the teacher. Teachers will designate time for pupils to share and celebrate the learning behaviours they have spotted. Both Learning Behaviours and Rainbow Rules will be celebrated daily in the classroom through the use of the 'Spotted' display board for the former

and the 'Golden Rainbow' cushion for the latter. The weekly 'Rainbow Assembly' will recognise both and reward pupils with certificates and through an invitation to attend for parents/carers.

The other whole school form of rewarding good behaviour is the use of Team Points. Pupils earn team points for their allocated colour team which are then collated across the school on a weekly basis with each team's total being celebrated at the weekly Rainbow Assembly. The team with the most points at the end of each term will receive a reward agreed between the team captains and the Headteacher.

Further rewards for good behaviour include, but are not limited to: verbal praise, communicating praise to parent/carers in person or via Goolge Classroom, providing positions of responsibility in the classroom/across the school, sharing achievements with the Headteacher/Subject Leaders.

Misbehaviour and Sanctions

Misbehaviour is defined as behaviour which may disrupt the education of themselves and/or other pupils. At Keldmarsh Primary School, misbehaviour is covered by the Rainbow Rules. Staff are responsible for managing behaviour in their classroom and any conversations around misbehaviour will be framed around one or more of the rules. Serious misbehaviour is defined as that which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited item: Knives or weapons, Alcohol, Illegal drugs, Stolen items, Tobacco and cigarette papers, Fireworks, Pornographic images
- Possession of e-cigarettes or vapes
- Possession of mobile phones
- Sexual violence, assault or harassment, meaning unwanted conduct of a sexual nature such as: sexual comments, sexual jokes or taunting, physical behaviour, either in person or online

De-escalation strategies

When misbehaviour is present, staff members will consider the nurture principle of behaviour and consider:

- What is the behaviour doing for the individual?
- What is the behaviour communicating?
- What is the underlying issue?
- What is going on that is maintaining the behaviour?
- Why now?
- How do I feel?
- How can I act rather than react?
- Who can I share my concerns with?

Once considered, staff will implement de-escalation strategies to diffuse a situation, including:

- Appearing calm, using a modulated tone of voice and showing open, accepting body language
- Using scripts (see below) to support the conversation
- Depersonalising situations and avoiding being defensive, e.g. if comments are directed at them
- Providing adequate personal space and not blocking a pupil's escape route
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport and promoting working with the child
- Using 'Thank you' for each request actioned by the pupil and at the end of any conversation.

When a pupil's behaviour falls below the expected standard, 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 consistent environment by always challenging behaviour that falls short of the standards whilst also being aware of the language they are using and their own presentation. Staff will:

- Follow the school's expectation of reprimanding in private and praising in public (RIP and PIP)
- Frame conversations around misbehaviour around one or more of the Rainbow Rules and the related questions in order to support the pupils to understand their behaviour
- Respond in a consistent, fair and proportionate manner, with clear language so pupils know with certainty that misbehaviour will always be addressed.
- Treat all pupils equitably with any contributing factors to an incident taken into account
- Apply appropriate sanctions that match the severity of the misbehaviour in line with this policy
- Make reasonable adjustments to routines and plan support to ensure all pupils can meet behavioural expectations going forward
- Ensure that incidents are moved on from swiftly, with pupils receiving a 'fresh start' once resolved.

Scripts

Agreed scripts will be used by staff at Keldmarsh Primary School to ensure pupils receive consistent messages about behaviour and support conversations between staff and pupils. The scripts were agreed collaboratively by all staff.

Staff must start all scripts with the child's name and use a calm, non-confrontational voice. Each situation will be different, however, in most cases the following scripts should be used, although not necessarily in the below numerical order.

1. I have noticed that you are not following the (colour) rule because (explanation).
2. We are going to talk about this together, listen to each other and to find a solution.
3. I am going to repeat what you have said to me so you are happy that I have understood you.
4. We have all agreed that (explanation) so that is what I expect you to do.
5. I understand that you may think that this is unfair/I can see that you are upset and I need you to (explanation).
6. To remain safe, I need you to (explanation).
7. Thank you for (explanation of changed behaviour).

Sanctions

Teachers have statutory authority to sanction pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants. Staff should sanction pupils whose conduct falls below the expected standard. This means that if a pupil misbehaves by breaking one of the Rainbow Rules or fails to follow a reasonable instruction, the adult can impose a sanction on that child. The sanction must not breach any other legislation (e.g. in respect of disability, SEN, race or other equalities or human rights). The school does not use group punishments e.g. full classes will not be disciplined as a result of the behaviour of a few. A sanction will be proportionate, taking into account the child's age, any special needs or disabilities and any religious requirements affecting them.

Acceptable sanctions for misbehaviour in the classroom

Following a discussion between staff and pupil(s) around misbehaviour, an apology, either verbal or written, as deemed appropriate, should be sought.

Pupils may be moved from their current seating position to an appropriate place within the classroom in order to regulate their behaviour. Additional time can be added as appropriate. This should be a quiet place away from other pupils and for a limited time. Pupils must not be sent outside of the classroom unless deemed absolutely necessary; if this occurs, the Headteacher or a member of SLT, should be contacted by the class teacher immediately for support.

Pupils may be issued with detentions during breaks within the school day. Parent/carer consent is not required for detentions and, therefore, the school is able to issue detention as a sanction without first notifying the parent/carers of the pupil. If the detention is during lunchtime, appropriate time will be allocated to allow the pupil time to eat, drink and use the toilet. 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. Detentions will only be given to those individual pupils who have misbehaved and not to a whole class.

In response to serious misbehaviour only, and only once other behavioural strategies have been attempted or if behaviour is so extreme as to warrant immediate removal, staff may remove a pupil from the classroom. This should only be done:

- To restore order if the pupil is being unreasonably disruptive
- To maintain the safety of all pupils
- To allow the disruptive pupil to continue their learning in a managed environment
- To allow the disruptive pupil to regain calm in a safe space

For pupils in EYFS, this should be removal to another part of the Cameron Building. For pupils in Key Stage 1, pupils may be removed to the Key Stage 1 Leader's Classroom and for pupils in Key Stage 2, the classroom of an Assistant Headteacher. If any of these are not possible, pupils should be removed to the classroom deemed most suitable by the class teacher (e.g. no siblings, age appropriate). Removal to another classroom must be done quietly, calmly and with respect towards the pupil being removed. Pupils should take their work to continue for a limited time within one lesson.

When removed to the Headteacher's office, pupils will be expected to discuss their misbehaviour and, if deemed necessary, will continue their work for a limited time, within a maximum of one lesson. The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met. Pupils will be reintegrated into the classroom as soon as 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.

Suspensions and Permanent Exclusions will be used in line with [DfE Guidance](#). 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 can only be made by the Headteacher and only as a last resort. A child may be suspended for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently.

If the Headteacher excludes a child, they will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher will make it clear to the parents that they can, if they wish, appeal against the decision to the Governing Board and inform them how to make any such appeal. The Headteacher will inform the Local Authority and the Governing Board about any permanent exclusion, and about any suspension beyond five days in any one term.

The Governing Board itself cannot either exclude a child or extend the exclusion period made by the Headteacher. The Governing Board has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. The sanctions will only be applied on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on an educational visit/sports activity). This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. educational visit/sports activity)
- Travelling to or from school
- Wearing school uniform or is 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
- Has not already been dealt with by another appropriate person (e.g. parents/sports coach)

Online misbehaviour

The school can issue 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

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an assessment of whether to report the incident to the police. When establishing facts, the school will endeavour to preserve any relevant evidence to hand to the police. If a decision is made to report the matter to the police, the Headteacher will do so. 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 DSL will make a tandem report to children's social care, if appropriate.

Responding to misbehaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND) and will aim to anticipate likely triggers of misbehaviour. Reasonable adjustments will be made to allow for pupils with SEND to access the expectations within this policy according to their needs.

The school's 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, liaison with external agencies will take place and support programmes will be planned for that child. The school will work with parents to create the plan and review it on a regular basis.

For pupils with an education, health and care plan (EHCP), the provisions set out within this must be secured and the school will cooperate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

Supporting pupils following a sanction

Following a sanction, the school will consider support strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. Once the sanction is complete, staff will ensure that all pupils start with a 'clean slate'.

Reporting misbehaviour

Incidents of misbehaviour which require sanctions from a member of staff must be recorded on CPOMS, where deemed necessary and based on the severity of the incident. If regular incidences of low-level behaviours continue, these must then be recorded on CPOMS. If a child is removed from the classroom, this must be recorded on CPOMS and the Headteacher informed immediately. Parents must be informed on the day of the incident. Informal conversations with parents/carers at the end of the day (in person or via telephone) regarding misbehaviour are encouraged however these are at teacher's discretion. Information to be included on CPOMS reports can be found in Appendix B. Similarly, where a pupil has shown a positive change in behaviour, conversations with parents around this are also encouraged.

The Headteacher will monitor behaviour records and, where necessary, direct a teacher to contact a parent regarding behaviour. The Headteacher may also contact parents directly either in person or via telephone or email to discuss behaviour.

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. For pupils, this will be explained as: when a person or a group behaves in a way, on purpose and repeatedly, that makes someone feel hurt, afraid or embarrassed. Bullying is, therefore: Deliberately hurtful, repeated over a period of time, difficult to defend against and could fall under any of the following types of bullying:

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: · 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 or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying is not: Calling someone a name or pushing someone once, being rude or having an argument with someone.

Procedures for responding to bullying

Staff will proactively gather and report information about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. Any allegations, incidents of suspected bullying at Keldmarsh Primary School will be taken seriously by all staff and dealt with impartially and promptly. The following procedures will be applied fairly, consistently and reasonably, taking into account the specific needs of the pupils involved. All of those involved will have the opportunity to be heard. Staff will support all pupils involved while allegations and incidents are investigated and resolved.

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, immediate action will be taken by the member of staff who has been approached or witnessed the concern in the form of reporting to the Headteacher/Designated Safeguarding Lead (DSL).

- The Headteacher/DSL or another member of leadership staff will interview all parties involved and inform other staff members, where appropriate.
- The school will provide appropriate support for the person being bullied, making sure they are not at risk of immediate harm, and will involve them in any decision making, as appropriate.
- The school will ensure parents/carers are kept informed about the suspected/reported bullying and any actions taken as appropriate and in line with child protection and confidentiality policies.
- Support and sanctions, as identified within this policy, will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the reported/suspected bullying of, or by, pupils takes place off the school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the Headteacher/DSL will collaborate with other schools. Where necessary, appropriate action will be taken, including support and in school.
- A clear and precise account of any reported/suspected bullying incidents will be recorded on CPOMS in accordance with existing procedures.

Cyberbullying

When responding to cyberbullying concerns, the school will, in addition to following the steps outlined above in relation to bullying and:

- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include looking at the use of the school systems; identifying and interviewing possible witnesses; contacting the service provider and the police, if necessary.
- Working with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Reporting incidents to a service provider requesting removal of content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the DfE <https://www.gov.uk/government/publications/searching-screening-and-confiscation> document 2022 to ensure that actions are used proportionately and lawfully).
 - Requesting the deletion of locally-held content and content posted online if they contravene this policy.

Supporting pupils

Pupils who have been bullied or perpetrated bullying will be supported by:

- Offering reassurance and providing any necessary pastoral support with their teacher, the designated safeguarding lead, a member of staff of their choice or via local/national organisations (including Early Help or the Social, Emotional and Mental Health Specialist Teaching and Support Team. Formal counselling will be offered, if necessary.
- Providing appropriate education and support and sanctions in line with this behaviour policy for the pupils who have perpetrated bullying
- This might involve talking to pupils about issues of difference in lessons, through dedicated events or projects, or through assemblies.

Prevention and Education

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all at all times by explicitly sharing in discussion around differences between people in our school community that could motivate bullying, such as: pupils with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.

- Not accept and challenge practice and language which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Celebrate success and achievements to promote and build a positive school ethos.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children and that the potential for pupils with SEND to be disproportionately impacted by bullying.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work together and with outside agencies and other local educational settings as appropriate (e.g. during transition) to prevent and tackle concerns.

The school will:

- Train all staff to identify all forms of bullying and to take appropriate action.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the School Council etc.
- Ensure anti-bullying has a high profile throughout the year and is reinforced during anti-bullying week.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

6. Safeguarding and Social, Emotional, Mental Health

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, other needs or vulnerabilities or protection. To help reduce the likelihood of behavioural issues related to social, emotional or mental health, the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. 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.

7. Reasonable Force

Reasonable force will be used in line with [DfE Guidance](#). It is not illegal for a member of staff to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Reasonable force covers the range of actions a teacher may be required to use that involves a degree of physical contact with pupils, usually to control or restrain. We will always endeavour not to use physical contact but will in the circumstances which require it, including:

- preventing pupils from hurting themselves or others
- preventing pupils from damaging property or causing disorder
- searching pupils for prohibited items.

Staff will make reasonable adjustments for pupils with SEN or a disability. Specific staff will receive 'Team Teach' training which will equip them with knowledge of simple de-escalation strategies and basic positive handling techniques to deal with challenging behaviour and encourage positive relationships in their working environment. Risk assessments may be required for pupils who exhibit challenging behaviour. Staff and parents will be involved with the writing of the risk assessment.

Staff will always take effective action to de-escalate situations to prevent contact and to reduce risk by:

- acknowledging unacceptable behaviour and requesting alternatives using negotiating and reasoning
- giving clear directions for pupils to stop and communicating intention to initiate contact
- reminding the pupils about Rainbow Rules and likely outcomes
- removing an audience or taking vulnerable pupils to a safe place using positive guidance
- making the environment safer e.g. moving furniture or removing potentially dangerous objects
- seeking the support of other members of staff.

Recording and Communicating

All incidents involving reasonable force will be recorded on CPOMS. When reasonable force is used for restraint of a pupil, incidents must be recorded on the 'Restraint Incident Record Form' (Appendix C) which will then be uploaded on to CPOMS. Parents will also receive a copy of the form. The Headteacher will ensure that each incident is reviewed and instigate further actions if required. This information will be shared with the Governor with responsibility for safeguarding and consideration may be given to conducting a risk assessment or reviewing a risk assessment already in operation.

8. Searching and Confiscation

Searching and Confiscation is conducted in line with [DfE Guidance](#).

9. Pupil Induction and Transition

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. To ensure a smooth transition to the next year, pupils have a 'transition day' with their new teacher(s). In addition, staff members hold transition meetings with parents/carers of pupils who are on the SEND register, have had behavioural issues or who have been identified as needing additional transition support. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Staff Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on: the needs of the pupils at the school, how SEND and mental health needs may impact behaviour and the proper use of restraint through Team Teach (for appropriate staff).

11. Monitoring arrangements

The data will be analysed every term by the Headteacher and shared with the Governing Board at termly Full Governing Board Meetings. 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 it.

12. Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the Full Governing Board annually.

Appendix A Written Statement of Behaviour

Governors' Statement of General Principles with Regard to Behaviour

This statement has been drawn up in accordance with the Education and Inspections Act, 2006 and DfE guidance (Behaviour and Discipline in Schools, 2016).

The purpose of this statement is to provide guidance for the Headteacher in drawing up the school's Behaviour Policy, so that it reflects the shared aspirations and beliefs of governors, staff and parents for the pupils in school, as well as taking full account of law and guidance on behaviour matters. It is intended to guide the Headteacher in determining measures to promote good behaviour and in determining the school Behaviour Policy.

The principles are as follows:

- Keldmarsh Primary is an inclusive and equitable school. Everyone must be free from discrimination, harassment, victimisation of any sort. Equity is when everyone gets what they need to achieve.
- Every pupil understands that they have the right to feel happy, safe and secure, are valued, respected and treated fairly and are able to learn free from the disruption of others
- The school's Rainbow Rules, which are set out in the Behaviour Policy, and are displayed around school are understood by all stakeholders and are the framework for all considerations and conversations around behaviour
- All adults in the school must act as a good role model in their own behaviour and actions, and expectations and processes must be consistently followed.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy
- The school will work in partnership with parents/carers to develop and promote positive behaviour
- Exclusions will only be used as a last resort. Any exclusion should be issued in accordance with guidance from the Local Authority
- Pupils are helped to take responsibility for their actions
- The Behaviour Policy is understood by all stakeholders

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.

This statement is underpinned by our school vision:

At Keldmarsh Primary School we believe that every child should be given the opportunity to reach their full potential based on their starting points and individual circumstances. Everyone feels included and individuality and diversity are recognised and celebrated. We ensure this by providing a safe and supportive environment where children feel happy, valued and respected: this enables everyone to aspire, achieve and enjoy.

Our children are nurtured to become the well-rounded and responsible adults of tomorrow, who value and respect the cultures and beliefs of others as well as their own. They are supported to develop an awareness of their own identity and their role within local and global communities. Supportive partnerships with parents, carers and families strengthen our children's ability to thrive. Our vision enables us to give our children roots and wings and a sense of self, a sense of others and a sense of the world.

Appendix B What should a CPOMS Behaviour incident entry include?

All incident reports must be written in the first person by the person who witnessed or had the incident reported to them and must include:

- date and time of incident using calendar/clock function
- location of where the incident took place
- full names of children and adults - these can automatically be redacted
- detail of the incident including any injury (use the body diagram facility to show exact location)
- the voice of the child
- any questions asked and answered
- facts of the incident and conversations only - no personal interpretations
- detail of any actions taken, including any sanctions or staff/parents informed

The Headteacher/DSL will add any subsequent actions taken to the incident report.

All incident reports must be attributed to a behaviour category using the tick boxes. If staff are unsure of the category, they must seek advice from the Headteacher/DSL. Incident reports may be recategorised or amended by the Headteacher/DSL where appropriate.

Appendix C Restraint / Positive Handling Report

Pupil name:		Class:		Date:	
Location:			Staff Involved:		
Start time of incident:		Duration of restraint:		Witnesses:	
Nature of risk (Please tick)					
Pupil at immediate risk of injury			Potential property damage		
Other children at risk of injury			Good order prejudiced		
Staff or others present at risk of injury			Other		
Description of incident:					
Injuries sustained (Please tick if applicable)					
Staff		Other adult		Pupil	
Damage to property:					
Diversion, distraction and deescalation attempted (Please tick)					
C.A.L.M		Distractions		Diversion/Diffusion	
Humour		Limited choices		Negotiation	
Reminder of consequences		Success reminders		Take up time	
Reassurance		Verbal Advice and support		Withdrawal directed	
Was the pupil's Behaviour Plan followed? Please tick the relevant statement					
No plan was in place		Yes, and was adequate to manage		Yes, but additional measures were	

	the incident	needed and/or behaviour had not been experienced before
Physical Intervention Strategies Attempted (Please tick)		
Guide	Friendly hold	Single elbow one person
Single elbow two people	Single elbow seated	Bean bag seated
Breathing monitored by:		
Supported into standing using pupil's own movements and momentum by:		
Supported into standing against resistance by:		
Signed by all staff/adults involved, including witnesses:		