

Behaviour Policy

Setting: Castle Newnham

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DATE APPROVED:	September 2026
APPROVED BY:	Local Governing Board
NEXT REVIEW DATE:	September 2027



A. RATIONALE

This policy is a statement of the strategies that staff at Castle Newnham School will employ in order to maximise the learning potential of every pupil within school and create a culture where civilised and respectful behaviour is to be seen everywhere, both in and out of lessons.

The policy reflects the commitment of the school to support all children in engaging with their learning and to contribute to ensuring that pupils leave the school prepared to be good future adult citizens.



B. AIMS

This policy aims to:

- create a positive learning environment for excellence within the school.
- ensure all pupils have a right to learn in a safe, orderly environment.
- ensure a consistent approach by all staff in order to maintain an effective working environment in all areas of the school.
- ensure that pupils have a developing understanding of the common values that underpin positive behaviour and successful learning.
- define what we consider to be both good and unacceptable behaviour.
- foster an inclusive environment with values of common decency where difference is celebrated and neither bullying nor discrimination are tolerated.

B.1 LEGISLATION, STATUTORY REQUIREMENTS & STATUTORY GUIDANCE

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

- [Behaviour in schools: Advice for Principals and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [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 \(comes into force from 26 July 2026\)](#)
- [Mobile phones in schools guidance](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- 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 give schools the authority to confiscate pupils' property
- It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

B.2 DEFINITIONS

As a school we use every opportunity to build warm, respectful and positive relationships based on our CORE values:

Community, Opportunity, Respect and Excellence.

As a school we live our CORE values by:

- Ensuring certainty over severity in the way pupils receive praise and consequences.
- Taking collective responsibility for high expectations of behaviour at all times.
- Using a restorative approach.
- Using a graduated approach with reasonable adjustments when appropriate.



- Giving frequent positive praise.
- Encouraging effort clearly linked to high expectations of learning.
- Avoiding isolations, suspensions and exclusions wherever possible.
- Working closely with families and carers.

'Prohibited items' are listed in section F and detailed in the Searching, Screening and Confiscation Policy.

A 'behaviour log' refers to Bromcom records and CPOMS in some instances.

Bullying is defined as part of our Anti-Bullying policy as '**Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual either physically or emotionally**'. Further information can be found in the Anti-Bullying policy.

A 'consequence' is defined as an outcome where particular behaviour is recognised e.g. a house point is given to reward positive behaviour displayed or a pupil is required to attend an after school session or take part in a restorative conversation as a result of negative behaviour displayed.

Further details on our CORE values and behaviour systems can be found on our website, including the Behaviour Ladders (Appendix 2)



C. ROLES & RESPONSIBILITIES

C.1 THE GOVERNING BODY and IDENTIFIED MEMBERS OF THE SENIOR LEADERSHIP TEAM (SLT)

The governing board/committee is responsible for:

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

Identified members of the SLT are responsible for:

- Reviewing 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 consequences 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

C.2 THE PRINCIPAL

The principal is responsible for:

- Reviewing this policy in conjunction with identified members of the Senior Leadership Team.
- 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 consequences 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.

C.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, language and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly.
- Challenging pupils to meet the school's expectations.

C.4 PARENTS & 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/CORE tutor promptly.
- Take part in any pastoral work following negative behaviour (for example: attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the school directly, whilst 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.

C.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 positive consequences they can earn for meeting the behaviour standard, and the negative consequences they will face if they don't meet the standard.
- The pastoral support that is available to them to help them meet the behavioural 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, via the Junior Leadership Team and pupil surveys, 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.



D. SCHOOL BEHAVIOUR CURRICULUM

Pupils will be explicitly taught how to behave at Castle Newnham during induction, registration/ CORE times, assemblies and subject lessons. This will be revisited throughout the year to ensure that all pupils understand our expectations for positive behaviour.

Pupils are expected to:

- Behave in an orderly, safe and self-controlled way.
- Respect others' space and belongings.
- Use appropriate language, volume and tone of voice at all times in the community.
- In class, make it possible for all pupils to learn.
- Treat the school buildings and school property with respect.
- Arrive on time and dressed appropriately.
- Engage with restorative and reflective practices to improve behaviour where required.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.
- Refrain from engaging in any type of prejudice behaviour.

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



E. BEHAVIOUR CONSEQUENCES

E.1 CONSEQUENCES OF POSITIVE 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 (but not limited to):

Verbal praise – providing immediate verbal praise to a pupil.

Positive Points– staff are encouraged to award green positive points to pupils who display behaviours within our CORE values. These can be seen by parents on Bromcom (MCAS)

Telephone calls, emails, Praise messages - will be sent home to inform parents/carers of excellent effort or behaviour.

Certificates - certificates may be handed out for achievements such as Numbots, TTRockstars, accumulation of positive points (Bronze, Silver, Gold) etc.

Rewards - Staff may also run reward activities e.g. table points, as long as they do not overlap current rewards

CORE badges – awarded for displaying exceptional representation of a CORE value

Superstar Certificates of Excellence – staff select children who have demonstrated 'Excellence' in a piece of work. The work is then shared with a member of the Senior Leadership Team. Certificates are given out in the weekly 'Celebration Assembly'.

Class Stars - pupils work as a class community to earn class stars. Once they have reached their target number of stars (key stage dependent) they can decide on their class reward.

Tea Parties - pupils are invited to year group/ key stage tea parties for particular effort in key curriculum areas

Certificates - certificates are handed out in termly assemblies for an accumulation of positive points and other reasons such as academic excellence



E.2 CONSEQUENCES OF NEGATIVE BEHAVIOUR

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 negative behaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour displayed that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that negative behaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

Pupils will be treated equitably under the policy, with significant factors that contributed to the behavioural incident identified and taken into account.

Staff will take all prejudice-related incidents seriously and these are logged, investigated, reported and responded to appropriately regardless of the level of severity.

When giving negative behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Personal circumstances of the pupil will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

The school may use one or more of (but not limited to) the following negative consequences in response to poor and/or unacceptable behaviour:

- A verbal reprimand/warning and/or reminder of the expectations of behaviour.
- Setting of written tasks such as an account of their behaviour.
- Having a restorative or reflective conversation about the behaviour.
- Expecting work to be completed at home, or at break or lunchtime.
- Negative consequence at break or lunchtime, or after school.
- Loss of privileges – for instance, the loss of a prized responsibility.
- School-based community service, such as tidying a classroom.
- Referring the pupil to a senior member of staff.
- Letter, email or phone call home to parents.
- Acceptable Behaviour Contract (ABC).
- Pupil Support Plan (PSP)
- Putting a pupil 'on report'.
- Sending the pupil out of the class for a period of time.
- Removal of the pupil from the classroom.
- The pupil working in isolation from their peers.
- Withdrawal/ refusal to include a pupil in a trip*
- Direction off site
- Managed move
- Fixed term suspension
- Reintegration meetings following a suspension
- Permanent exclusions, in the most serious of circumstances.

*The school reserves the right to withdraw or refuse to include a pupil from a paid school trip or residential visit if concerns about behaviour, safety or ability to accept authority cannot be mitigated through the usual risk management processes. Although every effort will be made to refund any monies already paid, the school does not guarantee that a full or partial refund on such occasions will be possible.



E.3 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 that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious negative consequence and will only be used in response to serious negative behaviour including behaviours displayed that are persistently disruptive. 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 staff.

Pupils will not be removed from classrooms for prolonged periods of time (longer than one lesson) without the explicit agreement of an appropriate Middle Leader or a member of the SLT.

Pupils should 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.

Where possible, 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. This may include longer period of time out of the classroom (up to 2 days) in the reflection room.

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

E.4 OFF SITE DIRECTIONS AND MANAGED MOVES

Where interventions or targeted support have not been successful in improving a pupil's behaviour, a direction of site or managed move may be used.

An off-site direction is when a pupil is required to attend another education setting temporarily to improve their behaviour.

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. They are offered as part of a planned intervention and agreed with all parties involved.



E.5 SUSPENSION & PERMANENT EXCLUSIONS

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 consequences and interventions.

A fixed term suspension may be issued as a consequence of a serious incident in school, such as aggressive or violent behaviour towards another member of the school community. Additionally, a fixed term suspension or permanent exclusion may be applied if a pupil brings a prohibited item into school. A fixed-term suspension may also result from a series of poor behaviour where other consequences have failed to impact positively.

A pupil can be suspended for parts of the school day or a set number of whole days. They can be suspended for one or more fixed periods, for up to 45 days in any one school year. A suspension does not have to be for a continuous period.

- It is a step which is taken to preserve the safety and education of other pupils.
- Pupils need to understand that they are part of a wider community and that membership of that community requires expectations to be met.
- Fixed term suspensions are reported to the Local Authority Support Team and may incorporate a request for alternative provision.
- Parents/carers and governors will be notified.

Reintegration to school after a fixed term suspension will involve a reintegration meeting to reflect upon the behaviour that led to the suspension, acknowledge that it should not be seen as an obstacle to future success and agree on further support that may be required to support the pupil going forward. The pupil and their parents/carers will be expected to attend the reintegration meeting.

In very rare circumstances where pupil safety or wellbeing is seriously at risk then a permanent exclusion may be considered. Parents/carers have the right to appeal a permanent exclusion by approach to the governing body.

More detail on suspensions and permanent exclusions can be found in our suspensions and permanent exclusions policy.

E.6 SUPPORTING PUPILS FOLLOWING A CONSEQUENCE

Following a consequence, the school will use restorative strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- Restorative/ reflective conversations.
- Report cards with personalised behaviour goals.
- Daily contact with a pastoral lead or identified member of senior staff.
- Daily check-ins from a pastoral support worker.
- Regular contact with a mentor.
- Regular contact with home.



F. RESPONDING TO BEHAVIOUR

F.1 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 negative behaviour 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.

F.2 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 and causing danger to others.
- Committing an offence.

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents/carers.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Further detail can be found in our positive handling policy.

F.3 SEARCHING, SCREENING AND CONFISCATION IN SCHOOLS

If a pupil is suspected of having a prohibited item on themselves or in their bag then there is a need for staff to search and potentially confiscate the item.

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Further details can be found in our searching, screening and confiscation policy.



F.4 MOBILE PHONES

Mobile phones are not permitted for use by pupils anywhere on school premises during the school day. They distract from learning and can lead to social issues.

Reception to Year 4 pupils are not permitted to bring a mobile phone to school.

Years 5 and 6 pupils must ensure their phones are turned off before coming through the school gates and not turned on until having exited through the school gates. They must be handed in at the start of the day and can be collected at the end of the school day.

Years 7-11 pupils must ensure their phones are turned off before coming through the school gates and not turned on until having exited through the school gates. Pupils are expected to use a phone pouch during school hours, on school grounds and on any school activity.

Where a pupil is believed to be using a mobile phone in school or not using a phone pouch to keep their phone secure, a search may be conducted in line with our searching, screening and confiscation policy.

F.5 OFF-SITE NEGATIVE BEHAVIOUR

Negative consequences may be applied where a pupil has misbehaved off-site when representing the school. This means negative behaviour 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.

Negative consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the negative behaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil.
- Could adversely affect the reputation of the school.

Negative consequences 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).

F.6 ONLINE NEGATIVE BEHAVIOUR

The school can issue behaviour negative consequences to identified pupils for online negative behaviour 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.

Negative consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.



F.7 SUSPECTED CRIMINAL BEHAVIOUR

If a pupil is suspected of criminal behaviour, the Principal or an appointed member of the SLT (on behalf of 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 Principal or an appointed member of the SLT (following instruction from the Principal) 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 negative consequences, 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.

F.8 APPROACH TO SEXUAL HARASSMENT & 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.



F.9 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 the pupil will receive a negative consequence 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 the pupil will receive a negative consequence 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 against staff or volunteers.



G. RESPONDING TO NEGATIVE BEHAVIOUR FROM PUPILS WITH SEND

G.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 negative behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of negative behaviour will be connected to their SEND.

Decisions on whether a pupil's SEND had an impact on an incident of negative behaviour will be made on a case-by-case basis.

When dealing with negative behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil 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 cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, known triggers of negative behaviour, and put in place support, where possible, to try to prevent these from occurring where appropriate.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach may include examples such as:

- 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.



G.2 ADAPTING NEGATIVE CONSEQUENCES FOR PUPILS WITH SEND

When considering a behavioural negative consequence for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to apply a negative consequence to the pupil for the behaviour.

The school will then assess if it is appropriate to use a negative consequence and if so, whether any reasonable adjustments need to be made to the negative consequence.

G.3 CONSIDERING WHETHER A PUPIL DISPLAYING CHALLENGING BEHAVIOUR MAY HAVE UNIDENTIFIED SEND

The school's special educational needs co-ordinator (SENDCO) 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.

G.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 cooperate 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 issue. If appropriate, the school may request an emergency review of the EHC plan by contacting Bedford Borough Council.



H. TRAINING

As part of their induction process, new staff are provided with training on our policy, our systems and our behaviour events are recorded.

All staff are provided with regular training on managing behaviour. Examples include:

- INSET day training including reminders of the behaviour system and any updates
- Line management discussions about particular cases of behaviour and how to respond to them
- Student behaviour curriculum
- External training such as Bromcom behaviour module training

Behaviour management will also form part of continuing professional development.



I. MONITORING

I.1 MONITORING & EVALUATING SCHOOL BEHAVIOUR

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom.
- Attendance, permanent exclusion and suspension.
- Use of pupil support units, off-site directions and managed moves.
- Incidents of searching and confiscation.
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.
- Prejudice-related incidents.
- Feedback from pupils via the JLT and anonymous reporting forms

The data will be analysed at least every term by senior leaders and pastoral leads and 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 characteristics.

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.

I.2 MONITORING THIS POLICY

This behaviour policy will be reviewed at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the FGB.

Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding Policy
- SEND Policy
- Anti-Bullying Policy
- Single Equality Policy
- Use of Reasonable Force Policy
- Suspension and Permanent Exclusion Policy
- Searching, Screening and Confiscation Policy



Appendix 1: Statement of behaviour principles

- 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, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The Behaviour policy is understood by pupils and staff
- The Suspensions and 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 are involved in 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.

As a school we use every opportunity to build warm, respectful and positive relationships based on our CORE values:

Community, Opportunity, Respect and Excellence.

As a school we live our CORE values by:

- Ensuring certainty over severity in the way pupils receive praise and consequences
- Taking collective responsibility for high expectations of behaviour at all times
- Using restorative practices and conversations
- Using a graduated approach with reasonable adjustments when appropriate
- Giving frequent positive praise
- Encouraging effort clearly linked to high expectations of learning
- Avoiding isolations, suspensions and exclusions wherever possible
- Working closely with families and carers

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Appendix 2 – Behaviour Ladders (Reception, Years 1-6 and Years 7-11)

(see attachment)