

# St Mary's RC Primary School



## Behaviour Policy

Policy Last Reviewed: Sept 2025

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## **Our Mission**

At St. Mary's we aim to build a community based on love of God and each other where we recognise that children are special and unique.

We celebrate the special talents that each person brings to our school and work in partnership with home, parish and the wider community to help the children grow in the Catholic faith.

We provide a happy, secure learning environment and a rich curriculum through which we encourage all our children to fulfil their God-given potential.

*Love God, Love Learning, Love St Mary's.*

## **Statement of intent**

St. Mary's RC Primary School places a high emphasis on positive behaviour. The behaviour and social development of our pupils is a key factor in their access to, and interaction with the community, their continuing development and the quality of their lives. Our behaviour strategy is aimed at improving educational outcomes for all learners by promoting and supporting their engagement with education.

Everyone who comes into the school: learners, parents, staff and visitors are responsible for promoting and modelling pro-social behaviours by demonstrating clear gospel values and supporting the mission of our school.

## 1. Legal framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Pupils' Personal Electronic Devices Policy
- Behaviour Action Plan

## 2. Roles and responsibilities

The governing board will have overall responsibility for:

- The Governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix C).
- The Governing body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher and SLT will be responsible for:

- Ensuring the behaviour policy is being implemented consistently by being highly visible and engaging with all stakeholders
- Reviewing and distributing the school behaviour policy annually to all stakeholders and publish on school website.
- Ensuring all new staff are inducted clearly into schools' behaviour culture
- Considering appropriate training for staff to meet their duties and functions within the behaviour policy, including supporting children with SEND
- Support staff in responding to behaviour incidents, ensuring there is no disruption to teaching and school routines.
- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

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

The SENCO will be responsible for:

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

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

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

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.  
The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

It is the aim of the school to work in partnership with parents. When a teacher has a concern regarding the behaviour of a child, the parents will be contacted at the earliest opportunity. We value the support of parents and aim to work in partnership through positive dialogue.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.

- Informing the school of any changes in circumstances which may affect their child's behaviour.

### 3. Staff induction, development and support

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

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

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

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

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

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

### 4. Social, emotional and mental health (SEMH) needs

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

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

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

## 5. School Rules

We have three clear school rules which have been developed in consultation with staff and pupils. They are displayed, shared and consistently adhered to throughout the school and reviewed on a regular basis.

- Look after yourself.
- Look after others.
- Look after the school environment.

## 6. Zones of Regulation

Zones of Regulation develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.

# The ZONES of Regulation

|   |   |  |   |
|---|---|--|---|
|  |  |  |  |
| <b>Blue Zone</b><br>Sad<br>Bored<br>Tired<br>Sick                                   | <b>Green Zone</b><br>Happy<br>Focused<br>Calm<br>Proud                              | <b>Yellow Zone</b><br>Worried<br>Frustrated<br>Silly<br>Excited                      | <b>Red Zone</b><br>overjoyed/Elated<br>Panicked<br>Angry<br>Terrified                 |

## 7. Behaviour Management

At St. Mary's RC Primary School, we teach children that all behaviour has consequences, which will be relevant to the specific behaviour displayed.

There are two types of behaviour the pupils can display: pro-social behaviour and anti-social behaviour



|   |  |   |   |
|---|--|---|---|
| <b>Pro-Social behaviour is:</b> <ul style="list-style-type: none"> <li>• A social behaviour that benefits other people or society as a whole such as helping, sharing, donating, co-operating, and volunteering.</li> <li>• Pro-social behaviour is characterised by a concern for the rights, feelings and welfare of others</li> </ul>  | <b>Anti- Social behaviour is:</b> <ul style="list-style-type: none"> <li>• Actions that harm or lack consideration for the well-being of others.</li> <li>• Acting in a manner that has caused or is likely to cause harassment, alarm or distress to one or more persons.</li> </ul>              |   |   |
| <b>The consequences of pro-social behaviour are:</b> <ul style="list-style-type: none"> <li>• Behaviours which foster our values will be acknowledged by staff with positive consequences (rewards).</li> <li>• Through these consequences, we aim to develop internal discipline, which leads to self-regulation.</li> <li>• Children learn to manage their own behaviour rather than rely on external controls</li> </ul> | <b>The consequences of pro-social behaviour are:</b> <table> <tr> <td> <b>Protective consequences:</b><br/><br/>Removal of a freedom to manage harm. </td><td> <b>Educational Consequences:</b><br/><br/>The learning, rehearsing, or teaching so the freedom can be returned. </td></tr> </table> | <b>Protective consequences:</b><br><br>Removal of a freedom to manage harm. | <b>Educational Consequences:</b><br><br>The learning, rehearsing, or teaching so the freedom can be returned. |
| <b>Protective consequences:</b><br><br>Removal of a freedom to manage harm.   | <b>Educational Consequences:</b><br><br>The learning, rehearsing, or teaching so the freedom can be returned.  |   |   |

Some behaviours exhibited can be identified as difficult and dangerous.

**Difficult behaviour** – anti-social behaviour that is not dangerous.

**Dangerous behaviour** - a behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the child was the age of criminal responsibility, such as racist abuse.

## 8. Consequences for pro-social behaviour (rewards)

Recognising good behaviour is essential to creating a positive learning environment and a consistent approach enables everyone to feel part of the school community working towards a shared set of goals.

### Individual dojo points:

Bronze = 25 points – Bronze award certificate

Silver = 50 points – Silver award certificate

Gold = 75 points – Gold award certificate plus prize from the gold box.

Platinum\* – 150 points – Platinum award certificate plus memento prize.

Dojo points can be awarded for:

- Working hard independently / collaboratively
- Consistent good behaviour

- Ongoing positive manners in school
- Exceptional learning attitude
- Producing high quality work which has been challenging for the individual child.
- Overcoming barriers to learning

\*The platinum award will only be achieved by very few children and will be seen as a prestigious achievement.

### **Praise postcards**

If a pupil's behaviour choice warrants more than a class dojo point, a prize postcard can be sent home.

### **Class Compliments**

Compliments can be awarded by anyone in the school community for an exceptional contribution to the whole class learning environment.

Each class will keep a record of their own class compliments. The whole class will receive a reward to be decided by the class teacher in partnership with the pupils.

### **Stars of the week**

Each week the class teacher will nominate two pupils who have shown pro-social behaviour as their class 'stars'. Certificates will be presented at the celebration assembly each week.

### **Attendance Certificates**

Attendance certificates will be awarded termly in two categories:

- 100% attendance
- 98% attendance and above

## **9. Consequences for anti-social behaviour**

The effectiveness of a consequence comes through it being imposed following a warning.

The aim of consequences is to discourage future misbehaviour. The real power of consequences is in the child having a clear picture of the inevitable progression.

Responses need to be clear and predictable, as consequences that are unfair, inconsistent, or unpleasant tend to be counterproductive.

Every effort is made to administer the appropriate consequence. For example, if work is left unfinished because of misbehaviour, the work should be completed in the child's own time. St. Mary's RC Primary School categorises and records unacceptable behaviour in 3 stages (Please note that this is not an exhaustive list

| Stage  | Behaviour  | Monitoring and Consequences   |
|--|--|---|
| One  | <ul style="list-style-type: none"> <li>• Time wasting</li> <li>• Interruptions</li> <li>• Chatting / disruptions</li> <li>• Calling out or answering back</li> <li>• Silly noises</li> <li>• Poor listening</li> <li>• Inappropriate use of resources</li> </ul>   | <p>Monitored by classroom staff and are tackled using positive reinforcement strategies including discussion:</p> <p>Is everything OK?</p> <p>Do you understand the task?</p> <p>What should you be doing?</p> <p>What should you have done?</p> <p>Can you think of a different way to deal with the problem?</p> <p>Or reminders, warnings, verbal reprimand, completing work in own time.</p>                        |
| StageTwo<br><br>Difficult<br>behaviour       | <ul style="list-style-type: none"> <li>• Constant or escalating stage 1 behaviours</li> <li>• Refusing to work</li> <li>• Refusing to do as adults ask</li> <li>• Uncooperative behaviour that makes it difficult for the teacher to carry out their duties</li> <li>• Preventing others from working</li> <li>• Deliberately damaging property, equipment, or the work of others</li> <li>• Extreme rudeness to adults, or answering back inappropriately</li> <li>• Threats (actual or implied)</li> <li>• Swearing</li> <li>• Spitting</li> <li>• Leaving the class / lesson without permission</li> </ul>  | <p>Monitored by classroom staff and phase leaders</p> <p>Recorded on CPOMS and lead to parental contact</p> <p>Contact with parents / carers will be made on the day of the incident. This will be done either face to face (but away from public view) or by telephone.</p> <p>Will result in loss of privileges, missing of playtime to complete work/reflective writing or activity/apology</p>                      |
| Stage<br>Three<br><br>Dangerous<br>behaviour | <ul style="list-style-type: none"> <li>• Dangerous behaviour (including refusal to carry out an explicit instruction that puts others in danger)</li> <li>• Serious verbal/physical abuse</li> <li>• Highly offensive behaviour</li> <li>• Racial abuse</li> <li>• Bullying – The definition of bullying is ‘a persistent, deliberate attempt to hurt or humiliate someone’. One-off incidents of inappropriate behaviour, whilst they may be very serious and must always be dealt with, do not fall within the definition of ‘bullying’.</li> <li>• Violence</li> <li>• Stealing</li> <li>• Deliberate vandalism</li> <li>• Leaving school site</li> </ul> | <p>Recorded on CPOMS and brought to the immediate attention of the Senior Leadership Team</p> <p>Contact with parents / carers will be made on the day of the incident by a member of the Senior Leadership Team</p> <p>Will result in loss of privileges, time out of class to reflect and self-regulate/reflective writing or activity/apology</p> <p>May result in internal or external suspensions or exclusion</p> |

## 10. Learners with Special Educational Needs

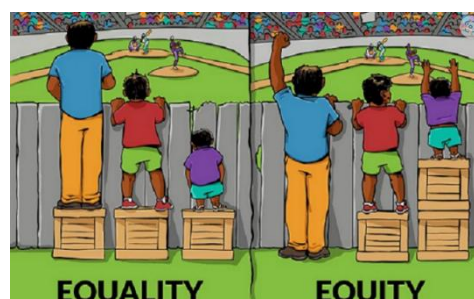
We recognise that within a climate of inclusion there will be learners who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the rewards and consequences that are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies. Therefore, learners with behaviour difficulties on the Inclusion register may well have personalised support. See SEND Policy for further details.

## 11. Risk Management Plan

The school's pro-social behaviour policy effectively works for the majority of children. For some children they may require an Individual Risk Management Plan to formalise strategies that differentiate from policy. Learners who may need a plan are those whose needs are exceptional and for whom the usual everyday strategies, techniques and approaches are insufficient. Typically, this will include learners who may require some specific form of intervention to maintain their own safety and that of others and to ensure learning takes place for all.

A plan will:

- involve teachers, teaching assistants, parents/carers and learners to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take
- include a risk assessment to ensure staff act reasonably, consider the risks, and learn from what happens
- take into account the age, understanding, and competence of the individual learner
- consider approaches appropriate to each learner's circumstance and will focus on the three stages of before a crisis, during a crisis and after a crisis
- be based on the basic premise that "Positive experiences create positive feelings and Positive feelings create positive behaviour"
- be based on the premise of equity, meaning all children will be supported on an individual basis to enable them to succeed.



## 12. Mobile Phones

Mobile phones are not allowed to be on pupil's persons during the school day. If a pupil in Year 5/6 is walking to school independently and has a mobile phone, they will be required to hand in at morning registration and the mobile phone will be returned at the end of the day.

All mobile phones will be stored securely in the school office and will be required to be on silent mode or turned off during the school day.

### **13. Pupil Transition**

Pupil transition Information is passed on to the next teacher at the end of the school year. Records will be shared with receiving schools as appropriate. The Early Years Team will conduct one to one meetings with parents prior to their child starting at the school.

### **14. Pupil Conduct Outside the School Premises**

Consequences may be given for poor behaviour off the school premises which undermines any of the school's expectations of behaviour regardless of whether or not it is an activity supervised directly by school staff.

Subject to the school's behaviour policy, the school may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity; or
- travelling to or from school; or
- wearing the school uniform; or
- in some other way identifiable as a pupil at the school; or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school; or
- poses a threat to another pupil or member of the public; or
- could adversely affect the reputation of the school.

This school is committed to ensuring our pupils act as positive role models for us. We expect the following:

- Good order on all transport (including public transport) to and from school, whilst on educational visits.
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

### **15. Sexual abuse and harassment**

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

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

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

## **16. Smoking and controlled substances**

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

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

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

## **17. Prohibited items, searching pupils and confiscation**

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

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:

- To commit an offence; or
- To cause personal injury to any person, including the pupil themselves; or
- To damage the property of any person, including the pupil themselves.

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

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

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

## **18. Suspensions and Exclusions**

At St. Mary's RC Primary School, suspensions and exclusions are only ever used as a protective consequence in the most dangerous scenarios,

### **Suspensions**

A decision to suspend a pupil for a fixed period (either internally or externally) is taken only in response to very serious breaches of the school's Behaviour Policy, where these are not serious enough to warrant permanent exclusion and lesser consequences are considered inappropriate.

### **Exclusion**

A decision to exclude a pupil permanently will be taken only:

- In response to serious breaches of the school's Behaviour Policy; eg. persistent disruptive behaviour, violence towards staff or pupils, damage to property, bringing dangerous items onto the school site; and
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence.

## **The Right of Appeal and Legal Duties**

Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body (or discipline committee).

In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days.

Local Authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion

All suspensions and Exclusions are conducted in line with the DfE's latest guidance on Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.

## **19. Data collection and behaviour evaluation**

The school will collect data from the following sources:

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

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

## **20. Monitoring and review**

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

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

The next scheduled review date for this policy is **Sept 2026**





## Behaviour incident form

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



## Behaviour management observations review form

|  |  |            |  |
|--|--|------------|--|
| Name of pupil  |  | Year group |  |
| Name of key worker   |  | Date       |  |
| <b>Do there appear to be any patterns triggering the pupil's behaviour?</b>        |  |            |  |
|  |  |            |  |
| <b>Are our existing management systems effective?</b>                              |  |            |  |
|  |  |            |  |
| <b>What achievable targets could we implement for the pupil to work towards?</b>   |  |            |  |
|  |  |            |  |
| <b>What are the pupil's strengths?</b>   |  |            |  |
|  |  |            |  |
| <b>What strategies could we implement to help the pupil achieve their targets?</b> |  |            |  |
|  |  |            |  |
| <b>Additional comments</b>   |  |            |  |
|  |  |            |  |



## **Written Statement of Behaviour Principles**

Every pupil understands they have the right to feel safe, valued and respected, and 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 exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term 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 Governing body every year.