Baston CE Primary School

Behaviour Policy

This policy will be reviewed annually by the full governing body

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1. Aims

This policy aims to:

- Create a culture of exceptionally good behaviour: for learning, for community, and for life, promoting a 'Ready, Respectful, Safe' environment in which all children can thrive
- Establish a whole-school approach to maintaining high standards of behaviour, rooted in the school's values
- Provide a consistent, fair and transparent approach to behaviour management that is applied equally to all pupils
- Help pupils take responsibility for their behaviour and understand the consequences of their actions
- Promote community cohesion and positive relationships between all members of the school community
- Ensure that excellent behaviour is a minimum expectation for all
- Clearly define what constitutes unacceptable behaviour, including bullying and discrimination
- Encourage positive behaviour by celebrating those pupils who are ready, respectful and safe
- Promote equality, diversity and inclusion by tackling all forms of prejudice, discrimination and harassment, including sexism, misogyny, misandry, racism, homophobia, biphobia, transphobia, sexual harassment and discrimination based on disability

This commitment is guided by our school values and the Equality Act 2010, and underpins all aspects of our behaviour policy, pastoral support and RSE provision.

2. Legislation, Statutory Requirements and Statutory Guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

3. Definitions

At Baston CE Primary School, behaviour expectations are made clear to all pupils in an age-appropriate way. We recognise that pupils are still learning how to regulate their behaviour, and we use guidance, support, and clear boundaries to help them do so.

Behaviour Incident

A 'behaviour incident' is defined as behaviour that disrupts learning, affects the well-being of others, or goes against our school values. Examples include:

- Disruption in lessons or during transitions between lessons
- Calling out or refusing to follow instructions
- Unkindness or poor attitude towards others
- Inappropriate language
- Rough play
- Non-completion of classwork
- Incorrect school uniform (without valid reason)

Serious Behaviour Incident

A 'serious behaviour incident' is behaviour that causes significant harm, is deliberate and/or persistent, and may lead to exclusion. Examples include:

- Repeated breaches of the school rules
- Any form of bullying (including physical, verbal, emotional or cyberbullying)
- Prejudice, discrimination and harassment, including sexism, misogyny, misandry, racism, homophobia, biphobia, transphobia, sexual harassment and discrimination based on disability.
- Fighting or physical aggression
- Vandalism or deliberate damage to property
- Theft
- Smoking or vaping on or near school grounds
- Possession or use of any prohibited items

Prohibited Items

Prohibited items are not allowed in school. These include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, cigarette papers, e-cigarettes or vapes
- Fireworks
- Pornographic images
- Any item that a member of staff reasonably suspects is intended to be used to cause harm, commit an offence, or damage property
- Mobile phones or other devices not permitted under the school's acceptable use procedures (unless agreed for specific reasons)

Sexual Violence and Harassment

Any incidents of sexual violence or harassment will be treated with the utmost seriousness. This includes:

- Unwanted physical behaviour, such as touching
- Sexual comments or jokes
- Online sexual harassment, including sending or receiving inappropriate images or messages

These behaviours are addressed in line with *Keeping Children Safe in Education* and the school's safeguarding policy.

4. Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Bullying is, therefore:

- hurtful
- repetitive
- imbalance of power
- intentional

Bullying can include:

TYPE OF BULLYING	EXAMPLES
Emotional	Isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.

Physical	Pushing, poking, kicking, hitting, biting, pinching etc.
TYPE OF BULLYING	EXAMPLES
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Prejudice-based and discriminatory bullying can relate to any of the nine protected characteristics under the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation).
Sexual	Unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
Verbal	Name calling, sarcasm, spreading rumours, threats, teasing, belittling.
Indirect	Can include the exploitation of individuals.
Online/cyber	Posting on social media, sharing photos, sending nasty text messages, social exclusion.

Baston CE Primary School is committed to creating a safe, respectful and inclusive environment where bullying of any kind is not tolerated.

Preventative Measures

We take a proactive, whole-school approach to preventing bullying, including:

- Promoting a positive school culture based on our Christian values
- Explicit teaching of respectful behaviour and anti-bullying themes through PSHE, assemblies, and class discussions • Regular staff training on identifying and addressing bullying
- Ensuring pupils know what bullying is, how to report it, and how to seek help
- Close monitoring of vulnerable pupils, including those with SEND or additional needs
- Supervision during unstructured times (e.g. playtime, lunch) to reduce opportunities for bullying to occur

Reporting and Responding to Bullying

- Pupils can report bullying concerns to any trusted adult in school. Worry boxes or classroom-based reporting systems are also available.
- Parents and carers are encouraged to report concerns directly to the class teacher or a member of the senior leadership team.
- All reports of bullying are taken seriously and investigated promptly, fairly and sensitively.
- Where bullying is confirmed, appropriate action is taken in line with the school's behaviour procedures.

Online and Off-Site Bullying

The school will address bullying that occurs off-site or online, where it affects the welfare of pupils or disrupts the school environment. This may involve working with parents, other schools, or external agencies where appropriate.

Recording and Monitoring

- All bullying incidents are recorded and monitored by the headteacher or designated safeguarding lead/deputy designated safeguarding lead.

- Patterns of behaviour are reviewed regularly to identify repeat incidents or wider issues within the school community.
- Governors are kept informed through anonymised data as part of termly safeguarding and behaviour reports.

Support for Pupils

- Pupils who have experienced bullying are supported through pastoral care, regular check-ins, and restorative conversations.
- Pupils who have engaged in bullying behaviour receive support to understand the impact of their actions and change their behaviour.

5. Roles and Responsibilities

5.1 The Governing Board

The Governing Board is responsible for:

- Reviewing and approving the school's written statement of behaviour principles (see Appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the implementation and effectiveness of the behaviour policy
- Holding the headteacher to account for its consistent application and impact across the school

5.2 The Headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Board
- Giving due consideration to the school's written statement of behaviour principles
- Approving the behaviour policy
- Ensuring that the school environment supports and encourages positive behaviour
- Ensuring that staff deal effectively, fairly and consistently with poor behaviour
- Monitoring that the policy is applied consistently across all groups of pupils
- Ensuring all staff understand the school's behaviour expectations and their role in upholding them
- Providing new staff with a clear induction into the school's behaviour culture, rules and routines
- Offering training in behaviour management, including understanding the impact of SEND and mental health on behaviour
- Ensuring the behaviour policy aligns with the school's safeguarding policy, including providing both sanctions and appropriate support
- Reviewing behaviour data regularly to monitor trends and ensure no groups of children are disproportionately affected

5.3 Staff

All staff are responsible for:

- Creating a calm and safe environment where all pupils can learn
- Establishing and maintaining clear, consistent boundaries for acceptable behaviour
- Implementing the behaviour policy fairly and consistently
- Teaching and reinforcing expectations, routines, values and standards in every interaction with pupils • Modelling respectful, positive behaviour at all times
- Providing a personalised approach to pupils with specific behavioural needs
- Reflecting on the impact of their own behaviour and language on the wider school culture
- Recording behaviour incidents promptly and accurately
- Challenging pupils to meet the school's expectations and supporting them to do so
- Recording and logging and recording behaviour incidents promptly using the school's agreed recording system

All staff are expected to manage behaviour in line with the school's behaviour policy. The senior leadership team (SLT) supports staff where incidents escalate or where additional guidance is required.

5.4 Parents and Carers

Parents and carers are encouraged to:

- Familiarise themselves with the school's behaviour policy and reinforce expectations at home
- Support their child in meeting the school's behaviour standards
- Inform the school of any circumstances that may affect their child's behaviour
- Communicate promptly with staff about any concerns or issues
- Engage with any pastoral or behaviour support work offered by the school

- Raise concerns constructively, working in partnership with the school to resolve them • Contribute positively to the school community and culture

The school aims to build strong, supportive relationships with parents by maintaining open communication and involving them in behavioural support when needed.

5.5 Pupils

Pupils will be taught and reminded regularly about:

- The standard of behaviour expected of them
- Their responsibility to follow the behaviour policy
- The school rules and routines they are expected to follow
- The rewards they can earn for positive behaviour and the consequences for not meeting expectations
- The pastoral support available to help them meet behaviour standards

Pupils will be supported to understand and meet expectations through teaching, reminders, and personalised strategies where needed. This includes additional support for mid-year arrivals or pupils with specific needs.

Pupils may be asked to provide feedback on behaviour systems as part of the school's commitment to continuous improvement.

6. School Behaviour Curriculum

At Baston CE Primary School, we are committed to creating a nurturing, inclusive, and respectful environment where exemplary behaviour underpins successful learning. Rooted in our vision, *"Preparing the way…"*, and guided by our Christian values of Joy, Love, Hope, Thankfulness, Faithfulness, Compassion, Humility, Self-Control, and Patience, we seek to ensure that every member of our community feels safe, valued, and empowered to thrive.

Our behaviour curriculum sets clear and high expectations for all pupils, promoting a consistent, fair and restorative approach to behaviour. It is designed to teach and embed the habits, routines and behaviours that will support pupils' success in school and beyond.

We believe that excellent behaviour is not assumed, it is taught, modelled, practised and reinforced over time.

Staff explicitly teach behaviour through:

- High-quality personal, social and health education (PSHE) lessons
- Daily routines and clear expectations
- Positive role modelling by all adults in school
- Assemblies, stories, collective worship, and discussions that promote our school values
- Social and emotional learning support where needed
- Pupils are explicitly taught to value and respect difference. Through PSHE, RSE, collective worship and wider curriculum opportunities, we promote understanding of protected characteristics and actively challenge prejudice, stereotypes and discriminatory attitudes. This whole-school approach ensures that equality and respect are embedded in daily school life.

Expected Behaviour

All pupils are expected to:

- Behave in an orderly, respectful and self-controlled way
- Show kindness and respect to staff, peers, visitors, and the wider community
- Listen carefully and follow instructions the first time
- Make it possible for everyone to learn by focusing in class and avoiding disruption
- Move around the school quietly, safely and sensibly
- Treat school property and the environment with care
- Wear the correct school uniform with pride
- Be honest, take responsibility for their actions, and accept consequences where appropriate
- Represent the school positively both in and out of school, including online

These expectations are applied consistently in all areas of school life, including in lessons, at playtimes, during trips and off-site visits, and while travelling to and from school.

Developing Positive Habits and Routines

We support pupils to develop positive daily habits and routines that build character and responsibility. These include: • Arriving on time and being ready to learn

- Greeting others politely and making eye contact
- Responding respectfully when spoken to
- Taking care of their belongings and learning space
- Using kind words and actions
- Reflecting on their choices and learning from mistakes

Inclusion and Reasonable Adjustments

Where appropriate and reasonable, adjustments to expectations or routines may be made to support individual children, particularly those with SEND, mental health needs, or other vulnerabilities, so that all children can participate fully and meet behavioural expectations in line with their needs.

6.1 Mobile Phones

At Baston CE Primary School, we recognise that mobile phones can pose risks of distraction, disruption, and inappropriate use during the school day. As such, we strongly discourage pupils from bringing mobile phones to school unless absolutely necessary.

Permitted Use

Pupils are only permitted to bring a mobile phone to school in the following circumstances:

- For medical purposes, such as managing a health condition (e.g. diabetes monitoring)
- If they walk to or from school independently, and a phone is required for safety or communication In these cases, mobile phones must:
- Be clearly labelled with the child's name
- Be handed to the class teacher at the start of the school day
- Be kept securely in the teacher's locked drawer during the day
- Be returned to the pupil at home time for use during their journey
- If used for medical purposes, the pupil must keep their phone on them at all times

Non-Permitted Use

Pupils are not allowed to use mobile phones during the school day under any circumstances (unless used for medical purposes). Phones must remain switched off while on school premises.

Unauthorised Use or Possession

If a pupil brings a mobile phone to school without prior agreement, or uses it during the school day:

- The phone will be handed to a member of senior staff where it will be stored safely for the rest of the day.
- Parents/carers will be contacted and asked to collect the phone at the end of the day
- Repeated breaches will be addressed in line with the school's behaviour procedures

Safeguarding and Risk Mitigation

To protect all pupil from the risks associated with mobile phone use, including distraction, peer pressure, cyberbullying and inappropriate content, we:

- Store all permitted phones securely during the school day
- Educate pupils about safe and responsible technology use through our computing and PSHE curriculum
- Monitor and respond to any online safeguarding concerns in line with our Safeguarding and Child Protection Policy

Exceptions to these rules will only be granted in rare circumstances, with the prior approval of the headteacher.

7. Responding to Behaviour

At Baston CE Primary School, we respond to behaviour using a consistent, calm, and restorative approach based on our Five Pillars of Pivotal Practice. Staff focus on encouraging positive conduct while addressing poor behaviour through clear, respectful interventions and opportunities for reflection and repair. Serious incidents are reported to senior leaders to ensure safety and support. Our approach aims to promote responsibility, self-regulation, and a positive learning environment for all pupils.

7.1 Classroom Management

Teaching and support staff at Baston CE Primary School will:

- Create and maintain a stimulating, engaging learning environment
- Display the behaviour curriculum or classroom rules clearly
- Have clear plans in place to address low-level disruption promptly
- Use positive reinforcement to encourage and sustain good behaviour

Develop positive relationships with children by:

- Greeting children at the start of the day or lessons
- Establishing clear, consistent routines
- Communicating behaviour expectations through verbal and non-verbal means
- Highlighting and promoting positive behaviour regularly
- Ending the day on a positive note and starting each day afresh

7.2 Safeguarding

- Recognise that changes in behaviour can indicate a pupil may need help or protection
- Consider if misbehaviour is linked to the pupil suffering, or being at risk of suffering, significant harm
- Follow the school's child protection and safeguarding policy in such cases
- Evaluate the need for pastoral support, early help interventions, or referrals to children's social care
- Refer to the full child protection and safeguarding policy for more details

7.3 Responding to Good Behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.
Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.
Good behaviour will be recognised through:

- Verbal praise
- Stickers
- Positive notes home
- House points
- Recognition board
- Communication of praise to parents/carers via phone calls or written notes
- Certificates, Star of the week, or special assemblies
- Positions of responsibility (e.g., head of house, leading projects)
- Whole-class or year group rewards

7.4 Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.
Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising.

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

When giving behaviour sanctions, staff will also consider what support could be offered to a child to help them to meet behaviour standards in the future.

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

- Verbal reprimand and reminder of behavioural expectations
- Tasks reflecting on behaviour
- Completing work during break/lunchtime
- Loss of privileges, such as responsibilities
- School-based community service
- Referral to senior staff

- Communication with parents/carers via letter or phone call
- Removal from the classroom
- Suspension
- Permanent exclusion in the most serious cases

Personal circumstances are always considered to ensure fairness and consistency.

7.5 Restrictive Interventions, Including use of Reasonable Force

All school staff have the legal power to use reasonable force in certain circumstances, when necessary to prevent a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

Reasonable force may be used when there is an immediate risk of harm and other strategies are not possible or have failed, including in situations where a pupil escalates rapidly and urgent action is required to keep them or others safe.

Use of force must always:

- Be a last resort and used only when other strategies have failed or immediate action is required
- Use the minimum force for the shortest time needed to achieve safety
- Maintain the safety and dignity of everyone involved
- Never be used as a form of punishment
- Avoid any techniques that risk restricting breathing, inflicting pain, or causing harm

Staff must take account of any vulnerabilities, including SEND, mental-health needs, trauma, communication difficulties or medical needs, and follow any agreed behaviour support or risk-reduction plans.

Recording and Reporting (Statutory)

After each significant use of force, seclusion and non-force related restraint, it must be:

1. Recorded as soon as practicable using MyConcern, aiming to do so on the same day wherever possible, by the staff member(s) involved
2. Reported to parents/carers as soon as practicable, aiming to do so on the same day wherever possible, in writing
3. A follow up discussion with the parents about the incident where appropriate

The requirement to record applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

Exceptions to this requirement to report are when it appears to the staff member(s) that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

Records will be reviewed by the DSL and DDSL to ensure appropriate practice and identify any required follow-up.

Prevention and De-Escalation

The school prioritises de-escalation and positive behaviour support to reduce the need for physical intervention wherever possible. Staff receive appropriate training, and pupils who may be at higher risk of crisis have personalised support or riskreduction plans. However, in situations where a pupil poses an immediate risk of harm and escalates too quickly for deescalation to be effective, staff may need to act immediately to keep everyone safe.

Seclusion

A non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving – should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in 'Recording and Reporting (Statutory)'.

Seclusion is not a disciplinary response to deliberate or wilful misbehaviour. There are disciplinary measures that are similar, such as removal from the classroom outlined in section 7.4 Responding to Misbehaviour.

Further Guidance

For full details on legal powers, definitions and examples, staff and parents should refer to the Department for Education guidance:
Use of Reasonable Force in Schools (DfE).

7.6 Searching, Screening and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation
Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.
We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupil after discussion with senior leaders and parents/carers, if appropriate.

Searching a Child
Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the child, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the child can carry out a search without another member of staff as a witness if:
The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the child; **or**
It is not reasonably practicable for the search to be carried out in the presence of another member of staff
When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the child. During this time the pupil will be supervised and kept away from other pupils.
A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether or not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.
If they still refuse to co-operate, the member of staff will contact the select appropriate; headteacher/designated safeguarding lead (or deputy), to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.
The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules. Any reasonable force use must be recorded and reported, as outlined in section 7.5 Reasonable Force.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.
'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching a Pupil's Possessions
Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

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

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

Informing the Designated Safeguarding Lead (DSL)
The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing Parents/Carers
Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support After a Search
Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).
If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to pupil's social care is appropriate.

7.7 Off-Site Misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)

- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online Misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

7.9 Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.
The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

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

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

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

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

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

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

7.11 Malicious Allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and children accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious Sanctions

8.1 Removal from Classrooms

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

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

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove a pupil 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 an adult and will be removed for an appropriate length of time.
Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

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

Parents/carers will be informed on the same day that their child is removed from the classroom.
The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Short-term behaviour reports
- Long-term behaviour plans
- Child support units
- Multi-agency assessment

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

8.2 Suspension and Permanent Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.
The decision to suspend or exclude will be made by the headteacher and only as a last resort. Please refer to our exclusions policy for more information.

9. Responding to Misbehaviour from Pupils with SEND

9.1 Recognising the Impact of SEND on Behaviour

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

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

At Baston CE Primary School, we proactively anticipate and remove triggers of misbehaviour for pupils with SEND by adopting a personalised and supportive approach. We recognise that each pupil's needs are unique and work closely with staff, parents, and specialists to implement effective strategies.

Examples of our approach include:

- Implementing short, planned movement breaks for pupils who find it difficult to remain seated for long periods, helping them to stay focused and calm.
- Adjusting seating plans to ensure pupils with visual or hearing impairments can clearly see and hear the teacher, promoting engagement and reducing frustration.
- Modifying uniform expectations for pupils with sensory sensitivities or medical conditions such as severe eczema, to ensure comfort and reduce distress.
- Providing ongoing staff training to deepen understanding of specific conditions, including autism, to better support individual behavioural needs.
- Using designated separation spaces, such as sensory zones or nurture rooms, where pupils can safely regulate their emotions and avoid escalation during moments of sensory overload or distress.

Through these measures, we aim to create an inclusive environment that minimises potential triggers and supports positive behaviour for all pupils.

9.2 Adapting Sanctions for Pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

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

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

9.3 Considering Whether a Pupil Displaying Challenging Behaviour May Have Unidentified SEND

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

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

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

9.4 Pupils with an Education, Health and Care (EHC) Plan

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

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

10. Supporting Pupils Following a Sanction

At Baston CE Primary School, we believe it is vital to support pupils in understanding how to improve their behaviour and meet school expectations after any sanction. Following removal from the classroom, time in the pupil support unit, or suspension, we implement strategies to help pupils successfully reintegrate and continue their learning positively.
Our approach includes:

- Holding reintegration meetings with the pupil, their parents/carers, and relevant staff to discuss the behaviour, set clear expectations, and agree on a plan moving forward.
- Providing daily contact with the pastoral lead to offer guidance, support, and monitor progress.
- Using personalised report cards with specific behaviour goals to encourage self-regulation and track improvements. These measures ensure pupils feel supported, understand the consequences of their actions, and are empowered to make positive choices in the future.

11. Pupil Transition

11.1 Inducting Incoming Pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing Outgoing Pupils for Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

At Baston CE Primary School, we are committed to ensuring all staff have the knowledge and skills to effectively manage behaviour and support our pupils' needs. As part of their induction, new staff receive comprehensive training on behaviour management, which includes:

- The appropriate and safe use of physical restraint, in line with legal and policy guidance.
- Understanding the specific needs of pupils at our school, including those with SEND and medical conditions.
- Recognising how SEND and mental health needs can influence behaviour and strategies to support these pupils effectively.

Behaviour management training is an ongoing priority and forms a key part of our continuing professional development programme. Staff have access to additional training opportunities and resources to continuously improve their practice.

13. Monitoring Arrangements

13.1 Monitoring and Evaluating Behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

- All prejudice-related incidents, including those linked to protected characteristics (such as racism, sexism, homophobia, biphobia, transphobia, sexual harassment, or discrimination based on disability).

The data will be analysed on a termly basis and reported to the Full Governing Body.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this Policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Full Governing Body.

Appendix 1: Behaviour Principles

