



# **Beaudesert Lower School**

## **Behaviour Policy 2025 - 2026**

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| Date of Policy  | May 2024       |
| Review Date     | September 2026 |
| Approved by FGB | September 2025 |

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## Statement of intent

At Beaudesert, we believe that all children are offered the opportunity to develop to their full potential in individual, educational, moral, social, intellectual and spiritual needs. This policy sets out the framework for the behaviour, responsibilities and values expected of our community members within a restorative practice philosophy. Restorative practice aims to encourage children to have responsibility for their own behaviour, to develop their emotional language, to be given tools to deal with difficult situations. In this way we aim to build and strengthen the Beaudesert School community.

Beaudesert Lower School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

## 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 (2024) '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) 'Mobile phones in schools'

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 (within the Safeguarding and Child Protection Policy)
- Safeguarding and Child Protection Policy
- Anti-bullying Policy

## 2. Roles and responsibilities

The governing body will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- 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 will be responsible for:

- 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.
- The day-to-day implementation of this policy.
- 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.

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.

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.

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. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school

- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Disrespectful behaviour towards others
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

#### 4. 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.

#### 5. 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.

## **6. Managing behaviour**

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

All staff will be encouraged to report incidents on CPOMS to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Staff will follow the suggested steps outlined in the school's de-escalation plan.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the teacher, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Giving a restorative conversation, reinforcing expected the behaviour
- Setting a written task such as to apologising in writing
- Thinking time to reflect on better choices

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

### **See flowcharts in the appendix**

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.



## **7. Prevention strategies, intervention, and sanctions for unacceptable behaviour**

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

### **Initial interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level incidents
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Positive behaviour feedback
- Long-term behaviour plans
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

### **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Good behaviour is modelled, acknowledged, affirmed and praised in various ways to include:

- ◆ Presentation of the Team Point Cup at the weekly whole school Celebration Assembly
- ◆ Award Certificates
- ◆ Finer Diner Experience with Head Teacher
- ◆ Verbal positive praise
- ◆ Marvellous Me points (linking to team points)

## **Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, considering the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions
- Regular use of sensory circuits and sensory room visits

## **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil, a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

See separate de-escalation plan

## **Physical intervention**

In line with the school's Physical Intervention Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is

necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

### **Removal from the classroom**

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school.
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by trained members of staff.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

### **Low-level disruption flowchart – refer to Appendix A**

Where behaviour affects the learning of themselves and others, there are a range of strategies that can be used:

- ☐ Verbal warning and thinking time
- ☐ 'Action 1' Restorative discussion with class teacher.
- ☐ Thinking time in a designated area (Thinking Time book held in each classroom).
- ☐ 'Action 2' Restorative conversation with Key Stage Leader.
- ☐ 'Action 3' Restorative conversation with Head Teacher/ Deputy Head Teacher. Discussion with parents.
- ☐ 'Exit 1' Child is moved to work in another classroom, taking their learning with them. Parents informed before exit.
- ☐ Senior Leadership will make internal assessment of their learning needs and learning landscape at home and at school. Consider Nurture programme.
- ☐ 'Exit 2' Child is moved to work in another Key Stage, taking their learning with them. Parents informed before exit.
- ☐ If this behaviour continues, 'Exit 2' will continue to be followed, with discussions with the Headteacher, child and parents. Timespan: Weekly (Children will have a clean slate after each week.)

### **Serious incident flowchart – refer to Appendix B**

A serious incident can be considered as causing intentional harm or distress to another child through verbal, physical or emotional assault; disrespecting an adult verbally or physically. A serious incident can also refer to racial/ religious discrimination or cyber bullying.

- ☐ Action 1: Verbal warning, restorative discussion and apology with class teacher. Log incident on online system CPOMS Walkie Talkie Code Yellow for SLT assistance if needed.
- ☐ Action 2: Repeat of a serious incident: Conversation with Key Stage Leader. Parents informed. Senior Leadership will make an internal assessment of their behavioural needs and learning landscape at home and at school. Consider Nurture programme.
- ☐ Implementation of Restorative Behaviour Pack.
- ☐ Action 3: Repeat of a serious incident: Meeting with parents and Head Teacher.
- ☐ Senior Leadership will make an internal assessment of their learning needs and learning landscape at home and at school.
- ☐ Action 4: If this behaviour continues in spite of restorative approaches, a fixed-term short exclusion alongside intense restorative behaviour input. Timespan: Within an academic year.

## **8. Child on child abuse**

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 section of the Safeguarding and Child Protection Policy.

### **Anti-bullying strategy**

- Beaudesert does not tolerate bullying behaviour of any sort. Every individual has the right to be treated with respect.
- Pupils who are being bullied may not always report it. Through our teaching and ethos, we aim to support all round wellbeing and self-knowledge so that all children know how to treat others and how to be safe.
- All staff and pupils have a strong awareness of the need to treat everyone with care, respect and courtesy and our teaching supports early identification and reporting where negative behaviour is identified.
- School teaching staff will regularly reinforce what bullying is.
- We will ensure that such teaching is part of the curriculum.
- Providing scenarios for children so that they find it easier to identify bullying behaviour is essential.
- We will be providing scenarios for children and for staff to recognise when they may be a victim of bullying.
- Pupils who have been found to be bullying others also need additional support and teaching in order to understand and alter their behaviour.
- All pupils are encouraged to report concerns about bullying and to support the school in tackling it.
- The Head teacher will deal in person with any reported case of suspected or actual bullying or child on child abuse.
- In any instances of child on child abuse or bullying, the parents will be informed.
- Parents are encouraged to report concerns about bullying and to support the school where it has been identified.
- As well as thoroughness in the investigation, there will be continual monitoring whenever cases have been identified.

Bullying may also take place between, and by adults in school. Accusations of bullying against a member of staff will always be investigated. This will be conducted by senior leaders or by the Chair of Governors, where accusations are made towards senior leaders.

The Head teacher's termly report to Governors includes an overview of reported concerns relating to bullying as well as actions taken.

## **9. 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 or dangerous 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. Pupils will not be permitted to use their mobile phones during the course of the school day in accordance with the Pupils' Personal Electronic Devices Policy. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

No mobile phones will be permitted for children on the school premises – mobile phones will be left at home or with parents.

## **10. Effective classroom management**

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that all pupils understand.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Arrive to lessons on time and fully prepared.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

### **Classroom rules and routines**

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

### **The classroom environment**

The school understands that a well-structured and tidy classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively

within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

### **Praise and rewards**

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour

## **11. Behaviour outside of school premises**

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.



Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

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

The data from CPOMS relating to behaviour incidents will be monitored and analysed regularly 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.

## **13. 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.

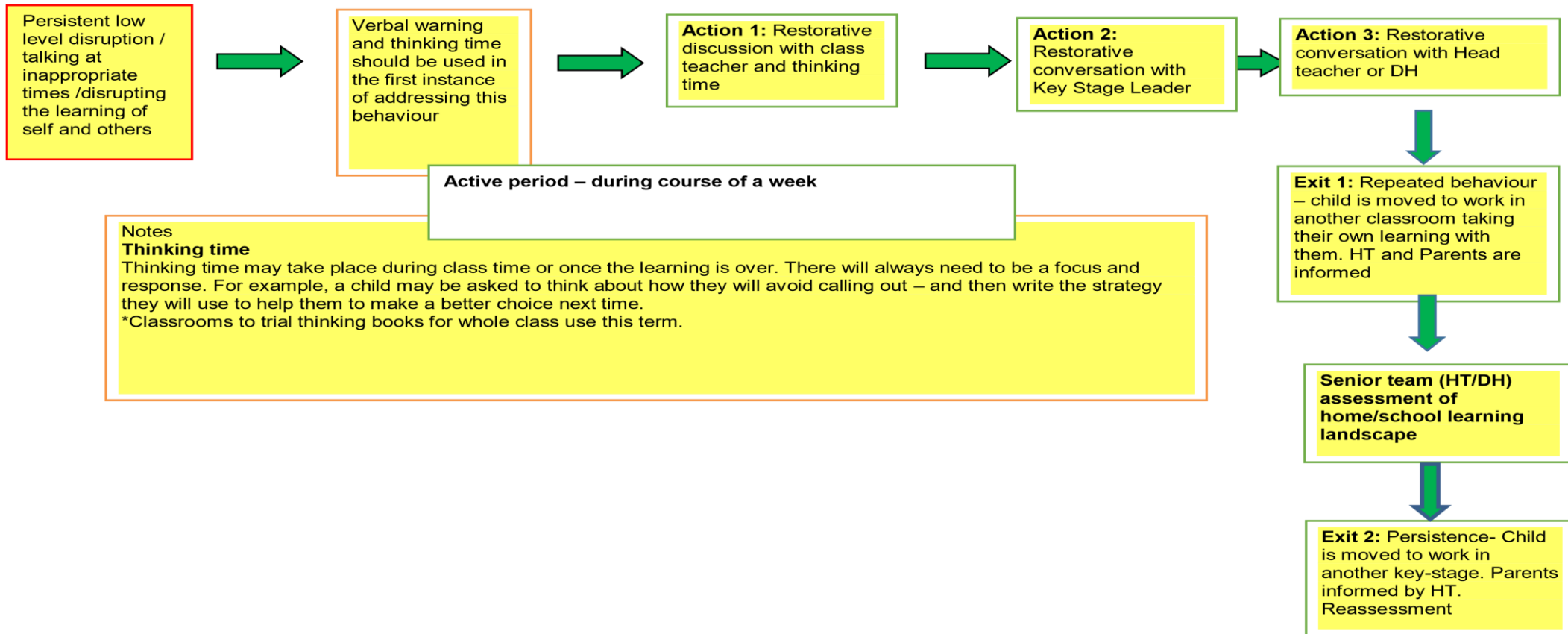
This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2026.



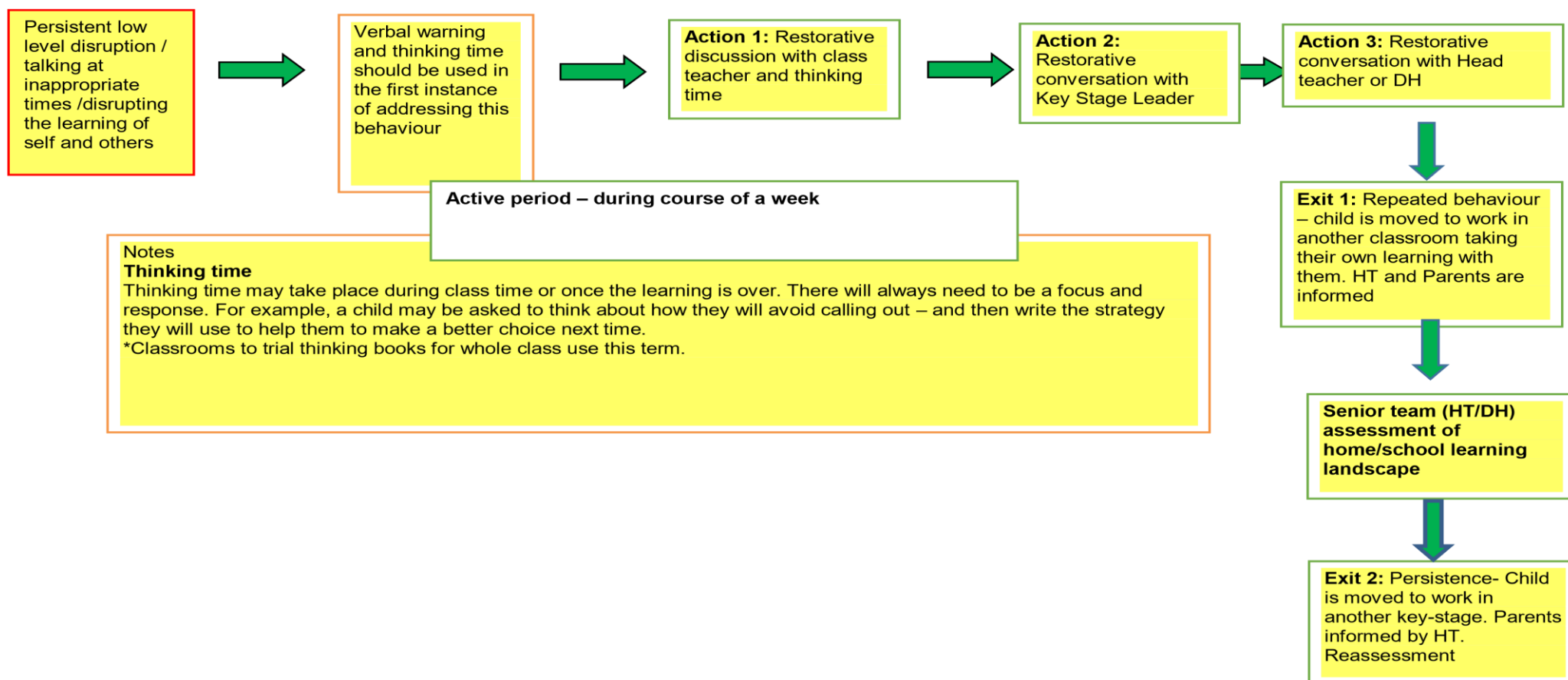


## Appendix A: Low level Disruption Behaviour Flowchart





## Appendix B: Beaudesert Serious Incident Flowchart





**Acceptance and empathy are your Emotional A&E. They are at the heart of the child starting to feel safe at school, which reduces conflict, stress and withdrawal**

**Staff agreement**

- **Remain calm, consistent & respectful.**
- **No whole-class punishments.**
- **Ignore secondary behaviour** (eg eye-rolling/ muttering under their breath)
- **De-personalise by referring to which rules have been broken: READY/RESPECT/SAFE** (Ready to learn/ Respectful of others and property/ Being safe to themselves and to others)
- **Follow sanctions with a restorative conversation**

e.g. "Who have you affected by your actions?...What could you do differently next time?... How could you make things better to show you are sorry?... I know you can make the right choice.... I'm going to look out for you doing that from now on. I'm proud of you for listening... It's the first step in putting things right again"

| <b><u>General de-escalation strategies</u></b> |                       | <b><u>Emotion coaching steps:</u></b>  |
|--|-----------------------|--|
| ❖ Reassurance                                  | ❖ Time out            | Step 1: Empathise, validate and label<br>Step 2: Setting limits on behaviour<br>Step 3: Problem-solving with the child or young person |
| ❖ Negotiation                                  | ❖ Success reminders   |  |
| ❖ Choices                                      | ❖ Simple listening    |  |
| ❖ Humour                                       | ❖ Removing audience   |  |
| ❖ Planned Ignoring                             | ❖ Distraction         |  |
| ❖ Give space                                   | ❖ Change of face      |  |
| ❖ Supportive touch                             | ❖ Giving a job to do. |  |

**Physical restraint will only be used as a last resort if the safety of the child or others are at risk. De-escalation should be the first resort then evacuation of other children if appropriate. Staff members will use their professional judgement of the incident to decide whether physical intervention is absolutely necessary. The situations where physical restraint may be appropriate, should be written up afterwards**



### Suggested behaviour responses/scripts

| Behaviour                            | Response  | Suggested script  | Response if behaviour is continued   | Response 3   |
|--------------------------------------|---|---|--|--|
| <b>Off-task /distracting others</b>  | 'Drive-by reminder'... walk past and bob down to check if help is needed. Break task into smaller chunks and ask to complete one before you return.         | "I see you are a bit stuck. Do you understand what you need to do? Complete this bit of work and I'll be back to see you in a few minutes."   | I've noticed you haven't yet completed the bit of work I set you. If I were you, I'd get it done quickly then you can have your brain break. I'm sure you'd rather that than have to do it at break time. I'll be back in a few minutes to see it completed. | Give sanction eg to complete the work at break time/miss a break time then restorative conversation. |
| <b>Refusal to put an object away</b> | Give directed choice.   | You need to put that on my table or in your bag/box.  | If not complying, give take up time (without hovering over the child) and say: "I think you're going to make the right choice and put it in your bag/box otherwise I'll keep it safe for you until the end of the day."                                      |  |
| <b>Refusal to move when asked</b>    | You can choose to go to the office or Nurture room (or library). We don't need to talk just yet – but it will help you to calm down. Where will you choose? | Step back to give space... pause and then say: "I'm going to slowly walk to the nurture room/library/office to have some quiet time. I can help you if you follow me". (Then turn and walk slowly.)                             | If still hasn't moved, give take up time if in a safe space and move away. Return after a few minutes and repeat the previous strategy.  |  |
| <b>Throwing objects</b>              | Say "that's not safe." Let's go for a walk/run around the track to calm down.   | Distraction: e.g. "I've heard that the office has a job they need you to do" After walking to the office, (when calm), give restorative conversation about how it's against the school rules to throw objects as it's not safe. | If throwing objects at children or staff, evacuate the area (eg take the class outside or to the hall). Give the child space for a few moments then try distraction eg: "I've heard there's a new resource in the nurture room. Let's go and see"            |  |

When a child is challenging or threatening to you, when you feel deskilled or frustrated by the child, your own defences are likely to kick in. At this point it is very difficult for you to be in a calm, open and engaged state too. Many teachers are more likely at this point to revert to more traditional behaviour management styles which, unfortunately, do not work with children who have experienced trauma. Very often this is the point at which communication breaks down between you and the child and the situation escalates.

**Remember the airline safety analogy- to fit your own oxygen mask first before helping others. Look after yourself and do not be afraid to seek support. We are all human!**