Fordbridge Community Primary School

Achieving excellence together

Behaviour Policy

Approved by Mr D Meers- Behaviour Support and Pastoral Manager:
Date: September 2026

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Reviewed by: Ms Sam Spencer: Chair of Governors

Review date: September 2027

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Introduction

Fordbridge Community Primary school strongly believes that a happy, secure and effective learning environment can only be created through a clear and consistent approach to behaviour management. We endeavour to promote and reward good behaviour through the school reward system and positive praise. The school also recognises the importance of reinforcing school and classroom rules through clear boundaries and consistent consequences. We believe that children should be taught to take responsibility for their behaviour and understand that behaviour is a choice they make when they respond to a situation or event.

Fordbridge Community Primary School believes that parent partnership, when managing challenging behaviour and rewarding good behaviour, is crucial and communication between home and school is actively encouraged and invited. As a school, we aim to support parents through the process of managing behaviour which is challenging at school, but also to signpost them to support if behaviour is challenging at home through our Child and Family Support Worker. Parents are encouraged to celebrate good behaviour through recognition of DOJOS, certificates given and school assemblies and to recognise progress children make as their behaviour improves.

We believe that managing behaviour, modelling acceptable behaviour and promoting positive relationships is everyone's responsibility. Therefore, all staff, parents and members of the school community are expected to show respect, care and consideration towards others, and to model the behaviour they expect to see from the children within our care and within the school environment. Children will also be treated with respect and dignity when behaviour is below the expected standard and children will be given the opportunity to explain the build up to the behaviour, this will not be used as an excuse but a learning experience for the child to highlight how this behaviour could be avoided in future incidents, the child involved will still need to accept the consequence for the behaviour they displayed. Fordbridge Community Primary School believes in the importance of a child being able to start each day as a new day and that children are given the opportunity to turn their behaviour around through their choices and attitude for the rest of the day. We believe that boundaries are crucial to a child's development and preparation for later life and impact on the child's understanding of relationships and moral values.

At Fordbridge Community Primary School, we are committed to ensuring the welfare of all pupils, and to ensure there is no bullying or discrimination. We are especially aware of the needs of some children who may need special support for behaviour. Vulnerable pupils, including looked-after children, children with SEND, physical or mental health needs, will receive behavioural support according to their need and the SEND and Inclusion policies should be read alongside this policy. As a school, we are committed to meeting individual needs and therefore reserve the right to be flexible and make reasonable adjustments in how we apply the behaviour policy.

Statement of Principles

- It is the responsibility of the whole school community to support the development of a caring and supportive ethos.
- The school has a zero-tolerance approach of bullying, racial harassment and homophobic language.
- The school community will be proactive in these matters.
- There must be a consistent use of above by all members of staff.
- The school must actively promote positive behaviour but deal with inappropriate behaviour accordingly.
- The reward/sanction must be in proportion to the behaviour.
- Removal from Physical Education lessons should not be used as a sanction other than for reasons of safety.
- Pupils' learning behaviour and achievement should be recognised and acknowledged.
- Whilst there will be reactive responses to incidents, teachers will also plan to actively promote appropriate behaviour through the curriculum both in subjects and other areas i.e. PSHE and Citizenship and Collective Worship.
- Pupils who demonstrate good social behaviour in the playground, the dining room and elsewhere around school should also be recognised and acknowledged.

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation, statutory requirements and statutory guidance

This policy is based on the most recent Department for Education guidance on Behaviour in Schools, Searching, Screening and Confiscation, Keeping Children Safe in Education and Mobile Phones in Schools.

- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

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
- DfE guidance explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Definitions

Misbehaviour is defined as:

- Low level disruption
- Calling out
- Disruptive talking or behaviours
- Name Calling
- Disrespectful to another child for e.g. unkind comments
- Disrespecting school resources
- Disrespectful to an adult for e.g. Shouting out, answering back

Serious misbehaviour is defined as:

- Repeated breaches of the misbehaviours listed above
- Complete refusal to cooperate with instruction
- Swearing/Abusive Language
- Any form of bullying
- Physical violence
- Vandalism

- Continuous dangerous behaviour
- Spitting
- Theft
- Constant disruption which stops others learning
- Constant refusal/ Exiting the classroom
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - Fireworks
    - Pornographic images
    - Vapes/e-cigarettes

- Creating, possessing, sharing or distributing AI-generated, manipulated or "deepfake" images, videos or audio recordings of pupils, staff or members of the school community.
- Use of artificial intelligence tools to harass, intimidate, bully or impersonate another person.

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

School Behaviour Curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

Mobile Phones and Smart Technology

The latest DfE expectation is that schools should be **mobile phone-free environments.**

Fordbridge Community Primary School is a mobile phone-free environment during the school day.

Pupils may bring a mobile phone to school only where parental permission has been granted and there is a legitimate reason, such as independent travel to and from school.

Mobile phones must:

- Be switched off before entering the school site
- Be handed to a designated member of staff on arrival
- Remain securely stored throughout the school day
- Not be used on school premises unless authorised by the Headteacher or designated staff member
- Not be used to photograph, record or communicate whilst on school premises

Smartwatches capable of messaging, calling, internet access, photography or recording are not permitted unless approved for medical reasons.

Confiscation of Mobile Phones

Where a pupil breaches the school's expectations regarding mobile phones or smart technology, devices may be confiscated and securely stored. Parents/carers may be required to collect the device. Repeated breaches will be dealt with in accordance with the school's Behaviour Policy. Serious incidents involving recording, safeguarding concerns or online abuse will be referred to the Designated Safeguarding Lead.

Roles and Responsibilities

The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team is responsible for:

- Reviewing and approving this behaviour policy

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log (Cpom's) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly.
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the **class teacher** promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules, routines and values.
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The Inclusion support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

Responding to behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their own classroom rules as devised with pupils

- Develop a positive relationship with pupils, which includes:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether Inclusion support or an early help is required.

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

Fordbridge Community Primary School - School Policies

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. Rewards will vary slightly across key stages to reflect the appropriateness for age, but strategies used may include:

- Verbal praise, encouragement, a smile, a thank you.
- Positive feedback to parents e.g. verbal or letter/postcard home • Sharing experiences by showing or telling
- Certificates, Stickers, Stamps.
- Sharing experiences through showing or telling
- The Head Teacher will award special stickers to children recommended by staff.
- Make an example of model behaviour.
- Use of DOJOS for acts of kindness, consistently exemplary behaviour and will be rewarded at classroom level.
- Star/Champion trier of the week
- Golden Ticket
- Celebration Assembly
- Good to be green – half termly tea party.

All pupils who have stayed on green will be entered into a prize draw for a substantial end of year prize that will be part of a raffle in which these children will be entered into and have the potential of winning. There will be half termly reward afternoon for the class who have achieved the most DOJOS.

Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond 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.

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

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

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

Phase 1:

The children in phase 1 will have a happy sun display where all pupil's names will be displayed. Any child who is not following the classroom or school rules they will receive;

Verbal Warning

In the first instance the pupil is to be given a verbal warning as well as the opportunity to positively change their behaviour.

At this stage it is vital that the pupil understands the negative behaviour they are displaying and is given the opportunity/time to rectify their behaviour, before they are moved from the happy sun display to the sad cloud.

Sad Cloud Display

Any child who is displaying negative behaviour and who has also received a verbal warning. The pupil's name will be moved to the sad cloud and is given thinking time in the classroom.

Teachers should use this as a visual, so pupils can see how sad and disappointed they are in the choices the pupil is making. When the pupils name is displayed on the sad cloud, the pupil will need some thinking time based in their classroom.

Timeout

When a pupil is placed on the sad cloud it is important to give the pupil time to rectify their behaviour in a positive way.

If a pupil continues with their negative behaviour, they will need placing on a timeout in the opposite classroom in their year group.

Reflection

If a pupil decides to continue their negative behaviour, whilst already having their name displayed on the sad cloud and receiving a timeout. This results in the pupil receiving Reflection time with the Behaviour Manager/ Phase Lead/AHT Mrs Reilly.

This time will be an appropriate amount, taking in consideration their age and the negative behaviour that is being displayed.

The pupil will be reintegrated back into class by the Behaviour Manager/Phase Lead/class teacher or teaching assistant. It is important that the pupil shows positive changes to their behaviour. This will result in the pupil being transitioned from the sad cloud back to the Happy Sun Display.

Final instance: Senior Leadership Team

If negative behaviour continues, after these consequences, a member of Senior leadership team is to be called. The pupil will be removed from the classroom and their parents will be contacted.

Phase 1 Behaviour Flow Chart





Verbal Warning

In the first instance the pupil is to be given a verbal warning as well as the opportunity to positively change their behaviour.

At this stage it is vital that the pupil understands the negative behaviour they are displaying and is given the opportunity/time to rectify their behaviour, before they are moved from the happy sun display to the sad cloud.

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If a pupil continues with their negative behaviour, they will need placing on a timeout in the opposite classroom in their year group.



Reflection

If a pupil decides to continue their negative behaviour, whilst already having their name displayed on the sad cloud and receiving a timeout. This results in the pupil receiving Reflection time with the Behaviour Manager/ Phase Lead/opposite year group. This time will be an appropriate amount, taking in consideration their age and the negative behaviour that is being displayed.

The pupil will be reintegrated back into class by the Behaviour Manager/Phase Lead/class teacher or teaching assistant. It is important that the pupil shows positive changes to their behaviour. This will result in the pupil being transitioned from the sad cloud back to the Happy Sun Display.

Happy Sun Display

The pupil's in phase 1 will have a happy sun display in their classroom. Where every pupil's name is displayed.



Super Star Display

Pupils can be transferred from the Happy Sun to the Super Star, if pupils have demonstrated positive behaviour and outstanding effort.

If a pupil has been placed on the Super Star display, they will receive a reward from one of the following Class Teacher/ Behaviour Manger or SLT.

Final instance: Senior Leadership Team

If negative behaviour continues, after these consequences, a member of Senior leadership team is to be called. The pupil will be removed from the classroom and their parents will be contacted.

Phase 2 and 3

Verbal Warning

In the first instance the pupil is to be given a verbal warning as well as the opportunity to positively change their behaviour.
At this stage it is vital that the pupil understands the negative behaviour they are displaying and is given the opportunity/time to rectify their behaviour, before they are issued with an orange card.

1st Orange Card

- If a pupil continues to make the wrong choice an orange card will be issued.
- They will miss 5 minutes of breaktime or Lunchtime with the class teacher or Behaviour Manager.
- If a pupil receives card changes in afternoon lessons, the consequence will be sat the following day at break time or lunchtime.

2nd Orange Card

- A pupil continues to behave in a negative way a second orange card will be given.
- The pupil will miss their breaktime and 10 minutes of lunchtime. This is to be supervised in their phase, and to reflect on their behaviour.
- If a pupil receives card changes in afternoon lessons, the consequence will be sat the following day at break time or lunchtime.

Red card

- Depending on when the Red card is given during the school day differs to when the consequence will take place.
- If pupils are to receive a Red card in lesson 1 or 2. Pupils are to stay in for all of break time and be taken by class teacher to the Reflection Room at lunchtime to discuss next steps with pupil (pupil will be let out for half of lunch at staff discretion).
- If a pupil is to receive a Red card in lesson 3. They are to stay in for all of lunch time and be taken by class teacher to the Reflection Room to discuss next steps with pupil.
- When a pupil receives a Red card in lesson 4 or 5. when contacting the pupil's parent please tell them the consequence will be sat at breaktime and Lunchtime the next day (same timings as lesson one and two).
- If a pupil receives card changes in afternoon lessons, the consequence will be sat the following day at break time or lunchtime.
- Behaviour Manager (Mr Meers) is to be made aware that a Red card had been
- Contact will be made with parent/Carer from class teacher.

Reflection

If a pupil decides to continue their negative behaviour, whilst already been giving their first Red card. The Behaviour Manager (Mr Meers) or SLT will be called to have a discussion with the pupil to discuss the next steps if their behaviour continues. If the

pupil decides not to co-operate and want to turn their negative behaviour choices around. They will be placed in immediate Reflection.

Reflection is placed with the Behaviour Manager (Mr Meers) or SLT. The pupil will work in a quiet area away from their peers and phase. This gives the pupil time to reflect on their behaviour choices and understand how their own behaviour has got them to this point on the Fordbridge Behaviour Flow Chart.

*Any pupils that demonstrate any prejudiced-based behaviour, including racial, faith based, gendered (Sexist), homophobic/biphobic, transphobic and disability based. Please make Behaviour Manager or SLT aware and a reflection education will be put in place. Please see the Child on Child policy for further information. Fordbridge Community Primary School website- School Policies

It is important to remember that all after school clubs are a privilege a pupil who regularly receives red cards (more than 1 in a week) will not be able to attend the clubs for that week or the place could be taken away altogether.

Children in phase 2 and 3 who consistently make the wrong choices may be put on ‘Target
Setting Booklet.’ This will be put in place to encourage children to do the right thing and recognise all the times in the day when they do the right thing and give them the chance to turn their behaviour around. It will also give staff the opportunity to monitor the times of the day when these behaviours are more prevalent and help staff to put in the correct level of support. This will be in full consultation with parents and will give parents the opportunity to recognise good behaviour within the day, and support school in re-enforcing positive choices.

Where a child gets a red card parents will be informed by the class teacher, if they have received more than a red card in a week, they will be invited to meet with a member of SLT, a meeting will take place and next steps put into place, support may be offered from our Child and Family Support Worker.

Fordbridge Community Primary School Behavior Flow Chart

Misbehaviour

- Low-level disruption
- Damage school equipment and property
- Answering back
- Shouting out
- Unkind comments
- Failure to follow an instruction

Serious Misbehaviour

- Abusive and inappropriate language (swearing)
- Physical violence
- Severe behaviour
- Vandalism
- Continuous dangerous behaviour
- Spitting
- Theft
- Constant disruption which stops others learning
- Constant refusal/ Exiting the classroom

Verbal Warning

- In the first instance the pupil is to be given a verbal warning as well as the opportunity to positively change their behaviour.
- At this stage it is vital that the pupil understands the negative behaviour they are displaying and is given the opportunity/time to rectify their behaviour, before they are issued with an orange card.

1st Orange Card

- If a pupil continues to make the wrong choice an orange card will be issued.
- They will miss 5 minutes of breaktime with the class teacher or Behaviour Manager.
- If a pupil receives card changes in afternoon lessons, the consequence will be sat the following day at break time or lunchtime.
- Contact will be made with parent/carer from class teacher.

2nd Orange Card

- A pupil continues to behave in a negative way a second orange card will be given.
- The pupil will miss their breaktime and 10 minutes of lunchtime. This is to be supervised in their phase, and to reflect on their behaviour.
- If a pupil receives card changes in afternoon lessons, the consequence will be sat the following day at break time or lunchtime.
- Contact will be made with parent/carer from class teacher.

*Any pupils that demonstrate any prejudiced-based behaviour, including racial, faith based, gendered (Sexist), homophobic/biphobic, transphobic and disability based. Please make Behaviour Manager or SLT aware and a reflection education will be put in place.

1st Red Card

- If one of the behaviours above occur, an automatic red card will be given.
- If a pupil is to receive a Red Card in lesson 1 or 2. Pupils are to stay in for all of break time and be taken by class teacher to the Reflection Room at lunchtime to discuss next steps with pupil.
- If a pupil is to receive a Red Card in lesson 3. They are to stay in for all of lunch time and be taken by class teacher to the Reflection Room.
- If a pupil receives card changes in afternoon lessons, the consequence will be sat the following day at break or lunchtime.
- Contact will be made with parent/carer, from class teacher.
- Behaviour Manager needs to be made aware a red card has been issued.

Final instance: Reflection/Removal from classroom

If a pupil decides to continue their negative behaviour, whilst already been giving their first Red card. The Behaviour Manger (Mr Meers) or SLT will be called to have a discussion with the pupil to discuss the next steps if their behaviour continues. If the pupil decides not to co-operate and want to turn their negative behaviour choices around. They will be placed in immediate Reflection.

Reflection is placed with the Behaviour Manager (Mr Meers) or SLT. The pupil will work in a quite area away from their peers and phase. This gives the pupil time to reflect on their behaviour choices and understand how their own behaviour has got them to this point on the Fordbridge Behaviour Flow Chart.

If a child's behaviour cannot be managed through the behaviour policy and a child exhibits behaviour which endanger themselves or others, then the child may lose the privilege of doing after school activities or representing the school i.e sports or move to a suspension or permanently excluded.

Fixed term suspension could also be used to manage the child's behaviour. These will only be used in accordance within the government and local authority guidelines on suspensions / exclusions and this will always be shared with parents. It is possible, in isolated cases, that a child's behaviour is deemed to be so serious that a fixed term suspension is issued immediately.

Permanent exclusion, in line with statutory guidance, may be considered in extreme circumstances

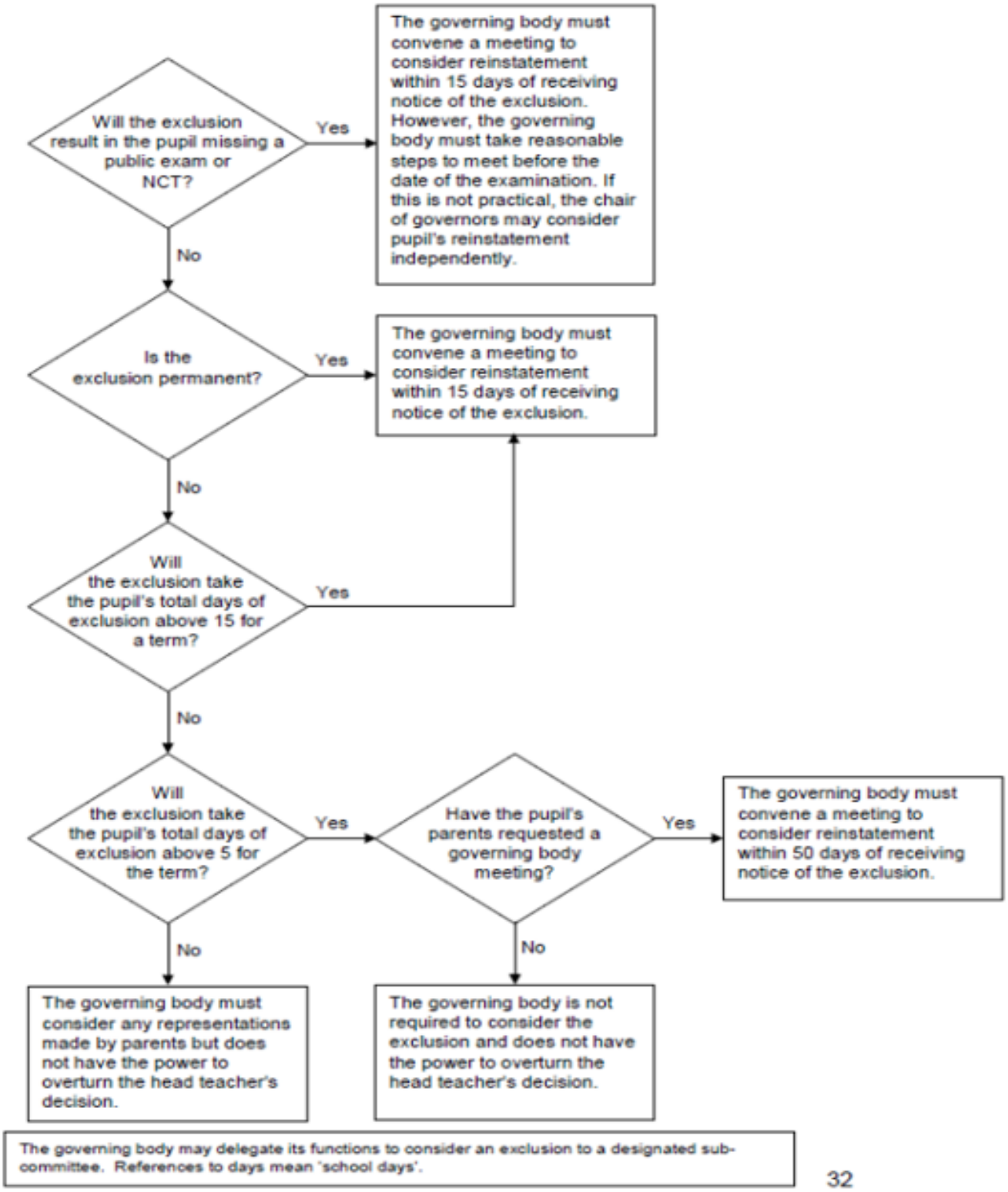
- If there is a serious breach of the school's behaviour policy/school's health and safety policy
- If allowing the pupil in the school would seriously harm the education or welfare of the pupil or others in the school
- Extreme circumstances include:
- Serious bullying incidents, including homophobic or racist incidents
- Bringing a weapon into school
- Physical violence towards staff and children Repeatedly refusing to follow the instructions of staff where the child is at risk of harm to him/herself and/or is jeopardising the safety and well-being of others

If a child has a special educational need, which impacts on their behaviour, a staged approach to managing behaviour and an individual behaviour plan will be written with support from the parents, in partnership with the SENDCo and SLT.

At times, a Positive Handling Plan will also be needed to provide staff and parents with guidance on how to manage children with more challenging behaviours, this is developed with the support of parents, Behaviour Manager and Specialist SEMH team.

All significant concerns will be recorded on the central system CPOMS.

Annex A – A summary of the governing body's duties to review the head teacher's exclusion decision



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https://www.gov.uk/government/publications/school-exclusion

Responding to misbehaviour from pupils with SEND

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 concerning behaviour arise, we will consider individual circumstances, in relation to a pupil's SEND, although we also recognise that not every incident of concerning behaviour will be connected to their SEND. Decisions on whether a pupil's SEND has had an impact on an incident of concerning behaviour will be made on a case-by-case basis.
When dealing with concerning behaviours from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an Education, Health and Care Plan (EHCP) , 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 concerning behaviour, 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.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues
- Training for staff in understanding neurodiversity, such as Autism, ADHD, Dyslexia etc.
- Use of separation spaces where pupils can regulate their emotions during any moments of sensory overload

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?

- Whether the pupil was unable to act differently at the time because of their individual needs?

- Whether the pupil is likely to behave aggressively due to their needs?

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

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

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 contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Prejudice Related Language

Racist, homophobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different. Dismissing such language as banter is not helpful as it is being used to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent.

Use of prejudice related language will result in one of the following depending whether after investigation the Senior Leadership Team decide if used with or without intent:

- A red card, written report of the incident on the child's record, and education session with a learning mentor.
- Internal suspension, parental meeting with Senior Leaders, written report of the incident on the child's record and an education session with a learning mentor to support behaviour.

Persistent use of prejudice related language and/or bullying will be investigated by the Senior Leadership Team and will result in a suspension.
The victim involved will be offered support, through a Learning Mentor and parents/ carers will be informed.

Expectations of behaviour off site

Fordbridge Community Primary School expects that all pupils will behave in an exemplary manner when on educational visits and sporting events. If a pupils behaviour is considered unsafe whilst off site and does not following the health and safety, then a reasonable adjustments form will be completed for any further activities where the school will decide if it is safe or not for the pupil to attend.

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 the conditions below 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).

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.

Bullying

The aim of the anti-bullying is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is an anti-social behaviour and it affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

Bullying is defined as deliberately hurtful behaviour, repeated over a period, where it is difficult for those being bullied to defend themselves.

Head teachers have the legal power to make sure pupils behave outside of school premises. This includes bullying that happens anywhere off the school premises, for

example on public transport or in a town centre. School staff can also choose to report bullying to the police or local council.

Bullying at school: The law - GOV.UK (www.gov.uk)

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Pupils must be encouraged to report bullying in school.
Pupils can complete a STOP form (Several times on purpose) allocated in each classroom to report incidents if they find it difficult to discuss in front of others. These are checked daily and discussed with class teacher and given to the Behaviour Manager to monitor.

IMPLEMENTATION

The following steps may be taken when dealing with incidents; • If bullying is suspected or reported, the incident will be dealt with immediately by an identified KIVA key worker within school

- A clear account of the incident will be recorded following KIVA procedures to ascertain whether bullying behaviour has taken place
- The KIVA key worker will interview all concerned and will record the incident in line with KIVA procedures

- All staff involved and the school's Leadership Team will be kept informed
- Parents will be kept informed
- Appropriate measures will be used in consultation with all parties concerned
- Pupils who have been bullied will be supported through KIVA strategies
- Pupils who have bullied will be supported through KIVA strategies

The following disciplinary steps may be taken;

- Official warning to cease offending
- Exclusion from certain areas of school premises
- Exclusion from playtime and lunchtime privilege
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum
- Fixed term suspension

Any persistent bullying could result in a permanent exclusion.

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PHSE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. Outside agencies may also become involved to support anti-bullying awareness or issues.

Sexual Harassment

In the 'Review of Sexual Abuse in Schools and Colleges' (Ofsted 10th June 2021) it has revealed that sexual harassment and online sexual abuse are prevalent among children
and young people to the point that 'it needs addressing for all children and young people. It
recommends that schools, colleges and multi-agency partners act as though sexual harassment and online sexual abuse are happening, even when there are no specific reports.' As a school we take a zero-tolerance approach and aim to ensure an environment where pupils feel confident to talk and report abuse, knowingly that they can safely express their views.

The review recommends that all children need support to understand about puberty, healthy sexual development and healthy relationships; to recognise harmful sexual behaviour; to learn about consent, and to feel confident that their school is a safe environment where they can confidently share any concerns.
Schools have a legal duty to create an environment where sexism is not tolerated; where
personal space of students and staff is respected; where sexist language and comments
are challenged; and where students and staff feel empowered to say no to any unwanted
touch.

It is essential at our school, that all children are reassured that they are being taken seriously and that they will be supported and kept safe. A child will not be given the impression that they are creating a problem by reporting any concerns to us. We create a safe space where a child will not be judged nor shamed for making a report. As a school our response to a report of sexual harassment is incredibly important. Reports will be taken by the designated safeguarding lead if possible, if not this report will be taken by a member of SLT. Immediate consideration will be given with how to deal with the report in line with national policies regarding peer on peer abuse. file:///C:/Users/s29hsimcox.UNITYTRUST/Downloads/PEER-ON-PEER_SEXUAL_ABUSE_POSTER_A4_JULY_2021.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf

Reports of child-on-child sexual violence and abuse can be especially difficult to manage and Part 5 of KCSIE provides guidance.

Learning Mentors

Learning mentors work with children who have difficulties emotionally. Children may be referred to mentoring through the inclusion team due to:

- Behaviour concerns
- SEMH need
- Parent/ Carer or child request
- Number of concerns raised
- Use of prejudice related language

All mentoring programmes start with completion of the SDQ baseline. Mentoring interventions are monitored to measure impact.

Use Of Force

The Education Act 1996 forbids corporal punishment, but allows all teachers to use reasonable force to prevent a pupil from;

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at school.

The Act does not cover more extreme cases, such as action in self-defence or in an emergency, when it might be reasonable for a member of staff to use a degree of force.

- Staff can use force, if necessary, provided they have been authorised by the Head teacher to have control or charge of pupils, as per the guidance issued in the Use of Reasonable Force Documentation from DFE. Use of reasonable force in schools

Detailed and up-to-date records will be kept of any incidents where force is used. Parents will be informed of such incidents and given an opportunity to discuss it. All staff who are asked to support in the above cases will have received their Team Teach training.

Record of incidents will include:

- Name(s) of the pupil(s) involved
- When and where the incident took place
- Why the use of force was deemed necessary?
- Details of the incident, including all steps taken to diffuse the situation and resolve it without force and the nature of the force used
- The outcome of the incident
- A description of any injuries suffered by the pupil or others and/or property damaged during the incident.

Suspected Criminal Behaviour

In cases when a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in Keeping children safe in education (KCSIE), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead. Reports of child-on-child sexual violence and abuse can be especially difficult to manage and Part 5 of KCSIE provides guidance.

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 pupil 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 pupils 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.

Suspension and permanent exclusion

The Headteacher has the authority to suspend or permanently exclude a pupil in line with current statutory guidance and after considering all relevant circumstances, including the pupil's age, SEND, safeguarding needs and any contributing factors.

The school will follow current Department for Education statutory guidance relating to suspension and permanent exclusion. Decisions will be lawful, reasonable, fair and proportionate, taking account of individual circumstances, safeguarding considerations, SEND and the Equality Act 2010. Suspension and permanent exclusion will be used only where appropriate and in accordance with statutory guidance.

- Suspension and permanent exclusion are used only when proportionate.
- Reasonable adjustments for SEND pupils will be considered.
- Alternatives and support strategies will be considered where appropriate.
- Parents will be informed in writing.
- Governors will fulfil their statutory duties regarding reviews.

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.

Physical violence and persistent bullying will result in suspension and could result in permanent exclusion.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Regulation and Reflection Spaces – Please read alongside the Seclusion Policy

The school may use supervised reflection, regulation or time-out spaces to support pupils in regulating their behaviour. Pupils will remain supervised at all times and their welfare will be monitored. The school does not use seclusion as a behavioural sanction and pupils will not be locked in a room or prevented from accessing assistance.