



Behaviour Policy

September 2025





Behaviour Policy

Aims

Our Vision and Aims:

“Growing together in learning, love and faith.”

At Hucknall National C of E Primary School we aspire to cultivate the gifts and talents of every child and equip them with the wisdom, knowledge and skills to live life in all its fullness: its joys and celebrations, its sorrows and struggles.

“For I know the plans I have for you, declares the Lord, plans for welfare and not for evil, to give you a future and a hope.” (Jeremiah 29:11)

At National Primary School the worth of each child impels us to work to fulfil their God-given potential, whatever the religion or other tradition with which their family identify, and with special consideration given to those who are disadvantaged. Therefore, we aim to:

- Provide a safe setting in which to learn, where children, parents, governors and staff know that they are valued.
- An environment that focuses on well-being and inclusion for all members of our community.
- Create an open and honest environment where both children and staff are encouraged to take risks, make mistakes and learn from them.
- Work to prevent bullying of any kind to ensure that all children experience joy and security at school.
- Afford special provision to ensure equity for children with disabilities or special educational needs
- Recognise that mistakes are part of human experience, therefore we will have a robust approach to dealing with situations when things go wrong.
- Everyone is part of our National family and we will treat them as such, without fear of rejection or retaliation.

Legal framework

This policy has due regard to 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 (2023) ‘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’
- DfE (2024) ‘Creating a school behaviour culture: audit and action planning tools’

This policy has due regard to the most recent version of the following school policies:

- Teaching and Learning Policy
- Special Educational Needs Policy
- Anti-Bullying Policy



- Equality
- Sex and Relationships
- Child Protection
- School Vision, Values and Aims
- Accessibility plan
- Supporting pupils with Medical Conditions
- Positive Handling Policy

Expectations of Staff

Staff are expected to:

- Be exemplary role models for children and colleagues
- Follow our National Behaviour Blueprint
- Respect all children and treat them fairly by the implementation of consistent rules, rewards and sanctions
- Raise children's self-esteem and develop their full potential
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.
- 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.

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.

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

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.



- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Expectations of Pupils

Pupils are expected to:

- Work to the best of their ability, and allow others to do the same
- Treat adults and children with respect and be aware of the impact of their behaviour on others
- To follow the instructions of the school staff
- To take care of and respect property within the school environment and community
- To uphold the school's Christian Values

Expectations of Parents/Carers

As part of the Home/School Agreement parents/carers are expected to:

- Make children aware of the appropriate behaviour in all situations and be aware of the school rules and expectations
- Encourage independence and self-discipline, to show an interest in all that their child does in school and offer a framework for social education
- Foster good relationships with the school and support the school in the implementation of this policy

Facilitating Positive Behaviour

Teachers and support staff should facilitate positive behaviour through the following measures.

- Wellbeing provision which raises children's self-esteem
- Communicate a sense of importance; praising children for making the right choices
- Ensure successful experiences
- Emphasising children's responsibility through providing choices
- Ensure circle time/PHSE is part of the curriculum
- Vary groups in class according to friendship and abilities
- Display and celebrate children's outcomes
- Pastoral support for children with special educational needs, medical conditions and disabilities and mental ill health
- Provide opportunities for, and nurture pupil leadership

A well-planned academic curriculum

- Quality teaching and learning which encourages breadth of exploration and experience of the wider curriculum
- Ensure good and flexible preparation of activities matched to children's abilities
- Vary lesson pace
- Plan for and support SEND/EAL/G&T children – tailor planning to meet individual needs
- Plan for other adults in the classroom
- Set challenging but achievable goals
- Explain tasks well
- Learning should be well-planned and engaging for pupils, with adequate pace.

Space and time for spiritual growth

- Offer daily collective worship



- Deliver RE in line with statement of entitlement
- Offer periods of reflection and mindfulness
- Focus on prayer
- Promote Christian values

Good classroom time management

- Establish clear routines (end of day/lessons)
- Allow time for clearing up, questions and children to finish work
- Allow children to organise their own time and tasks where possible
- Plan for extensions for pupils who need to be challenged and evaluate their own and others' tasks.

Good classroom management of resources

- Have clear movement routines
- Allocate clear curriculum areas in the classroom (FS/KS1)
- Ensure resources are easily available, clearly labelled and kept tidy. The school environment should be tidy, ordered and free of clutter
- Discourage wastefulness
- Share resources across age groups
- Develop children's independence
- Display children's work effectively

Teach good work habits

- Emphasise classroom rule for the day or week or term and reward children for doing it (investors in pupils)
- Ensure pupils know the rules and what they should be doing
- Give older children the opportunity to assess and set targets and work habits

Climate for Learning

- Be clear about the relevance of classroom activities
- Cultivate a learning environment which is comfortable, attractive, interesting, motivating, and safe
- Create a climate where children have equal status
- Establish a climate where there are clear expectations about behaviour and work habits
- Work towards an ethos where children can have an increasing role in shaping classroom activity. Be explicit in expectations of what constitutes achievement and encourage children to work towards relevant standards
- Support children to try new things and learn from mistakes.

Conditions for personal growth

A climate where the following are encouraged:

- Active learning
- Respect
- Acceptance
- Trust
- Self-discovery
- Non-threatening climate to challenge others constructively
- Openness respect for the nature of learning
- Right to make mistakes
- Open ended tasks
- Co-operative evaluation and self-evaluation
- Time for peer work/assessment

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.

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, and has the purpose or effect of violating someone's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – is offensive, intimidating, malicious or insulting behaviour that can make a person feel vulnerable, upset, humiliated, undermined or threatened. **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:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

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

Staff induction, development and support

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

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

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

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

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

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



Rewarding Children for Positive Behaviours

At National Primary School, we reward children for good behaviour, good effort with their school work and for following our Christian values.

Rewards include:

- Class dojos
- Star of the day
- Praise
- Postcards/texts/emails/message to home
- Fab assembly (weekly certificate)
- Hot chocolate with parents and the headteacher
- Hucknall Heroes – child nominated every term and treated
- Attendance rewards
- Reading rewards – reading champions, millionaires, readathon (rewarded with new books)
- On the spot certificates/rewards

Dojo Links

Parents will receive logins for class dojo so that they can log in and view their child's achievements from home. This facility will be initiated by teachers through email.

Celebration Assemblies - FAB

Each week, a celebration assembly is held where one child from each class is chosen to receive a certificate for excellence that week. This is presented to them by the Headteacher, or Deputy Headteacher. Children who earn a certificate are invited for a hot chocolate and biscuit with their parents and the headteacher the next week.

Pupils also receive a reward for following the Christian value of the half term; they receive a certificate and are allowed to sit on chairs during assembly for the week.

Hucknall Hero Assemblies

At the end of every term, celebration assembly becomes our 'Hucknall Hero' assembly. In this week, a child from each class is nominated for excellence throughout the term. They receive a reward, such as a meal out of school or extra treat/day out.

Procedures for dealing with inappropriate behaviour

All children are allowed to make mistakes and to learn in a safe and caring environment. It is our job to educate children in a safe and loving environment, where they can feel safe and secure and develop as young people.

Depending on the seriousness of the behaviour, other consequences and strategies will be used.

Behaviour records will also be held on our school behaviour monitoring system (CPOMS from September 2020) for higher level behaviours. It is recognised that sometimes, disruptive behaviour can be a manifestation for social, emotional and mental health needs, or of special educational needs or disabilities. We will always aim to provide support, encouragement and engagement of the whole family at every level and deal with issues in a contextual way.

See below our National Behaviour Blueprint. This is displayed in every classroom and in the main hall. The first is the copy given to all Staff and the second is the display copy which the children refer to.



Growing together in learning, love and faith



Hucknall National C of E Primary School
 Founded in 1788

BEHAVIOUR BLUEPRINT

Adult Behaviour

- Calm, consistent and fair
- Give attention to good behaviour
- Relentlessly caring
- Be positive and smile
- Recognise over and above

3 Rules

Learning

Love

Faith

Over and above recognition

Praise (in class/display on recognition board)
Class dojos (used consistently by all staff across school, dojo stickers for staff, whole class target linked to IIP)
Postcards/Texts home (texts home for FAB assembly, postcards sent by HT)
Recognition display (attendance, heroes, reading heroes)
Certificates (Fab for learning + invite for drink Friday am, attendance, termly heroes, reading heroes, AR, sports certificate and lunchtime award)
Special lunch (heroes)
Hot chocolate (learning heroes Friday am)
Badges (attendance end of year, parliament, ABA's)
Values (certificate on a Friday, chairs in assembly all week)

Stepped Sanctions

in private

1. Reminder of the rule
2. Warning
3. Last chance
4. Time out (either in class or outside, after which go back to 1)
5. Restorative conversation
6. Time in partner class
7. Time with phase leader
8. Time with Head/Deputy
9. Individual sanctions

Time with CFSW can be allocated from point 7 onwards.
 PIP: Praise in public
 RIP: Reprimand in private

Microscript

I've noticed that... Well done for doing the right thing... You know the school rules: care, share, be fair... At Hucknall National we... Because of that you need to... Stop, think and make the right choice...Do you remember yesterday/last week when you... That is who I need to see today... Thank you for listening.

Restorative Questions and Actions

What happened?
 What were you thinking at the time?
 What have your thoughts been since?
 Who was affected by what you did?
 In what way have they been affected?
 What do you think should happen next?
 Restorative action: apologise, repair, tidy, complete missed work

Relentless Routines

Polite Respectful Responsible Walking around school Lining up



Additional Information

Over and Above recognition:

Praise

- Reward good behaviour first, always watching for good behaviour.
- Recognition board to reward good behaviour or a specific behaviour you are looking for in that lesson.

Class dojos:

- Use to reward positive behaviour.
- Use consistently across classes, some parents feel that it is used well by some teachers and not by others. This should be available for TA's to use when covering and PPA staff as well.
- Dojo stickers to be used by MDSA's and other staff who do not have access to dojo. Teachers can then add to dojo when they are back in class.

Whole class dojo:

- Create a whole class dojo icon – link this to one target that you want the whole class to improve on. This could be your Investors in Pupils target.
- Class receive dojo when the whole class has met the target.
- When the class reach 20 whole class dojo's they achieve an afternoon of their choice, e.g. pyjama afternoon, film, baking, etc.

Postcards/Texts home

- Used by the Head Teacher
- Text home after getting a certificate.

Recognition display

- Displays in the hall to recognise attendance, reading, maths and Hucknall Heroes.

Attendance:

- Certificates at the end of every term. Platinum for 100%. Bronze for 97%+ in Autumn Term, Silver for 97%+ in Spring term and Gold for 97%+ in Summer term.
- 100% attendance badges at the end of the academic year.
- 97%+ attendance treat/reward for the whole year.
- Weekly award of extra play time for the class with the best attendance for the previous week.

Academic:

- One child nominated from each class each week in FAB assembly as a learning hero. Child receives a sticker and a certificate and an invitation for a hot chocolate the following Friday morning at 9am. Children bring their good work with them.
- Parents are invited for hot chocolate with their child to share their work.

Values:

- One child from each class will be nominated by the class teacher for demonstrating the value for that half term. They will bring the certificate into FAB assembly.
- For the whole week, they will be allowed to sit on chairs and hand out stickers for good behaviour.

Hucknall National Heroes

- Every term, one child in each class is nominated to be the Hucknall National Hero. This is a child that has demonstrated consistently good behaviour, work and attitude throughout the term.
- They will receive a special treat from the Head Teacher.

Reading:

- One child each term will be nominated as the Reading Hero for their class. This child will receive a book of their choice.
- Accelerated Reader certificates will be handed out every half term in assembly.
- Millionaires Tea Party – reward for reading at the end of the academic year.

Behaviour:

- Weekly lunchtime award
- Weekly PE award
- Dojo stickers for Staff.



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3 Rules

Learning

Love

Faith

Over and above recognition

We reward for learning, behaviour and values

- Praise
- Class dojos
- Postcards/Texts home
- Recognition display
- Certificates
- Special lunch
- Hot chocolate
- Badges

Stepped Sanctions

in private

1. Reminder of the rule
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Restorative Questions and Actions

What happened?
 What were you thinking at the time?
 What have your thoughts been since?
 Who was affected by what you did?
 In what way have they been affected?
 What do you think should happen next?
 Restorative action: apologise, repair, tidy, complete missed work

Relentless Routines

Polite	Respectful	Responsible	Walking around school	Lining up
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Restorative approach



The aim of restorative practices is to develop a sense of community and to manage conflict by repairing harm and building relationships. This process enables those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. At National Primary School, we believe that errors in behaviour signal a need for teaching, just as academic errors are seen as an opportunity for learning. This teaching may be undertaken using a variety of techniques, including problem-solving circles, circle of friends and restorative discussion.

Evidence shows (DFE-RR098, 2011) that this approach is an effective, inclusive way of dealing with a wide range of behavioural issues in schools. It is recommended by a number of support agencies that work alongside our staff, including Nottinghamshire's Educational Psychology Service. Staff have received training from Pivotal Education in 2018.

Our restorative approach will:

- Involve both those responsible and those harmed
- Be a fair process
- Use restorative questions for both sides
- Be appropriate to the age and understanding of the child
- Range from informal conversations to more formal meetings
- Allow and acknowledge free expression of emotions
- Not ask 'Why?' (as this implies judgement)
- Avoid shame and humiliation

Positive handling

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.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for 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.

Positive handling may be used in the school to:

- Restrain a pupil who has lost emotional self-control until the situation is diffused.
- Limit the amount of harm that the pupil involved can do to their self or others.
- Demonstrate to pupils that they are within a safe environment in which adults can contain pupils' anger and other erratic emotions.
- Protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.

Positive handling will be limited to emergency situations and used only as a measure of last resort. Where positive handling is required, the school will abide to the following guidance:

- Initial intervention will always be without force.
- Any physical intervention will follow other appropriate actions.
- Staff will take a calm and measured approach in all situations.



Positive handling will be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. All incidents involving positive handling will be recorded on CPOMS (from September 2020).

Provision for children with special educational needs and disabilities, and/or social, emotional and/or mental health needs

At Hucknall National C of E Primary, we recognise that some children have additional needs. These children may require extra support to manage their behaviour. Our Special Educational Needs and Disabilities (SEND) Policy clearly sets out how we make provision for children with existing difficulties and sets out procedures for the identification of SEND and mental health needs. We understand that all behaviour is a form of communication and know that disruptive behaviour can be a possible manifestation of special educational, or mental health needs. When this is identified, specific interventions will be put in place to support the child with positive reinforcement strategies. Under these circumstances, we will work closely with parents to ensure a consistent approach between home and school and clear communication. It is paramount that children with additional needs have clear boundaries and consistent rules, just like their peers. However, they may also require alternative, personalised rewards and consequences (e.g. marble jar, sticker chart). The decision to vary the behaviour management strategies is at the discretion of the class teacher working with the SLT, based on knowledge of the individual child. This will be recorded in a personalised behaviour plan.

In line with this, certain levels of inappropriate behaviour can also trigger:

- A referral to the school's SENDCo or Child and Family Support Worker
- A needs assessment e.g. 'Strengths and difficulties Questionnaire' [SDQ] or Boxall Profile
- Pastoral/behaviour intervention work
- Involvement of outside agencies/services as required (Schools Behaviour and Attendance Partnership, Educational Psychologist)
- Use of a personalised behaviour plan.

Sexual abuse and harassment

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

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

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

Smoking and controlled substances

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

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



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

Prohibited items, searching pupils and confiscation

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

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

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

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

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

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 discipline pupils for misbehaviour outside of the school premises, including conduct online, when 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 discipline 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 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.



Behavioural Management During the Coronavirus (COVID-19) Pandemic or Remote Education

Statement of intent

The school aims to act in accordance with the Behavioural Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations during the coronavirus (COVID-19) pandemic. This appendix sets out what additional actions the school will take during this time. The information in this appendix is under constant review and kept updated to reflect any changes to national or local guidance.

1. Enforcing new rules

- 1.1. The school ensures that infection control and social distancing rules are communicated effectively to all pupils.
- 1.2. Staff are informed about the measures in place so they can enforce these rules at all times.
- 1.3. The school informs parents of any changes to provision outlined in this policy.
- 1.4. The school expects pupils to uphold these rules at all times, including on school transport, where practicable.
- 1.5. Staff are informed of sanctions and rewards in place to aid enforcement of these rules in line with this policy.
- 1.6. Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.
- 1.7. The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.
- 1.8. The school expects pupils in wrap-around care, e.g. breakfast clubs, to adhere to the school's social distancing and infection control rules.

2. Attendance

- 2.1. Attendance is mandatory for all pupils from September 2020.
- 2.2. The attendance register is taken as usual, in line with the Attendance and Policy.
- 2.3. Pupils should not attend school if they are following public health or clinical advice to stay at home, and pupils and their parents are not be penalised for these absences.
- 2.4. If a pupil needs to stay at home due to following public health or clinical advice, the reason for their absence is reviewed on at least a weekly basis by the headteacher.
- 2.5. If a pupil cannot attend school for any reason, their parent must get in touch with the school office. If the school is not contacted regarding an absence, the pupil's parent will be contacted on the first day of the absence.
- 2.6. Non-attendance is managed in line with the Attendance and Policy, which includes specific provisions that will be followed during the coronavirus pandemic.
- 2.7. Attendance is monitored, and specific interventions put in place to reengage non-attending pupils.
- 2.8. In the event that a parent of a child with coronavirus symptoms insists they attend school, the school has the right to refuse the pupil attendance if in its reasonable judgement it is necessary to protect their pupils and staff from possible infection with coronavirus.

3. Arrival and departure

- 3.1. The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.



- 3.2. Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.
- 3.3. The school expects pupils to move immediately to their learning area after washing their hands upon arrival.
- 3.4. Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises without good cause, e.g. they are waiting to be picked up.

4. Hygiene and infection control

- 4.1. The school has conducted and will adhere to the Coronavirus (COVID-19): Risk Assessment for Full Opening in September, and any updates, in order to enforce adequate and practical measures to protect the health and safety of both staff and pupils.
- 4.2. The school understands that younger children and those with complex needs may not understand why the infection control measures need to be in place and may struggle to follow them. These pupils are supported to adhere to the measures and their needs are taken into account with regards to discipline and giving rewards.
- 4.3. Pupils remain within their assigned 'bubbles' and avoid mixing with others as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.
- 4.4. Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:
 - Upon arrival at school.
 - Before and after consuming food.
 - After using the toilet.
 - After coughing or sneezing.
 - When they return from breaks.
 - When they change rooms.
- 4.5. Younger pupils and those with complex needs are helped to clean their hands properly and are supervised when using hand sanitiser.
- 4.6. Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.
- 4.7. Pupils are expected to dispose of tissues using the litter bins provided.
- 4.8. Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.
- 4.9. Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.
- 4.10. The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.
- 4.11. The school understands that some pupils with complex needs will struggle to maintain good respiratory hygiene, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. Individual risk assessments are conducted for these pupils to ensure their safety and the safety of the staff who work with them.
- 4.12. Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.
- 4.13. Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND or younger children, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
- 4.14. Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.

5. Social distancing



General

- 5.1. Pupils adhere to the social distancing measures put in place by the school, which are fully set out in the school's rules for returning to school.
- 5.2. Pupils form orderly queues, e.g. when waiting to use the toilets, using the two metre floor markings where necessary, and they are respectful and patient towards their peers.
- 5.3. Pupils are expected to:
 - Refrain from close contact with people who display symptoms of coronavirus.
 - Remain at least two metres apart from other people, where practicable.
 - Remain within their assigned bubbles.
- 5.4. Where it is not practicable for pupils to remain two metres apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.
- 5.5. Pupils are placed into bubbles and they are not permitted to mix with other pupils outside this bubble, unless instructed to do so by their class teacher.
- 5.6. Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.
- 5.7. Pupils who are deemed unable to fully adhere to social distancing measures, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
- 5.8. Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others, to the best of their ability, through teaching, praise and supervision.

In the dining hall

- 5.9. The school expects pupils to respect the health and safety of catering and canteen staff and to follow all infection control and social distancing rules put in place while collecting and eating food.
- 5.10. Pupils are allocated specific time to use the dining hall to help adhere to social distancing rules. Pupils do not enter the dining area unless expressly told to do so by a member of staff.

During sports and exercise activities

- 5.11. The school expects pupils to follow all social distancing and infection control measures during sports and exercise activities, both indoors and outdoors.
- 5.12. Pupils are expected to remain at least two metres apart, or as far as is practicable, from others when using changing rooms or other dressing and washing facilities.
- 5.13. The school does not permit close-contact sports, play or activities at this time.
- 5.14. Pupils who purposefully take part in close-contact sports, play and activities, or whose behaviour purposefully poses a greater risk of infection, are disciplined in line with this policy.
- 5.15. Pupils who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined – correct behaviour is reinforced by a member of staff.

During collective worship

- 5.16. Pupils are expected to follow all social distancing and infection control rules during assemblies and collective worship.

5. Moving around the school

- 5.1. The school expects all pupils to move around the school following the school's arrangements, e.g. using one-way systems.



- 5.2. The school prohibits pupils from lingering in walkways, including stairs, and other communal areas without good cause.
- 5.3. Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from one class to another or using the canteen.
- 5.4. Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.
- 5.5. Pupils who purposefully and continuously linger in walkways and communal areas without good cause are disciplined in line with this policy.

6. Ill health and infection

- 6.1. The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.
- 6.2. Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated – this behaviour is addressed in line with this policy and the Anti-Bullying Policy.
- 6.3. The school allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.
- 6.4. Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.

7. The school premises

- 7.1. Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.
- 7.2. Pupils who purposefully access prohibited areas of the school without permission are disciplined in line with this policy – pupils who are deemed unable to fully adhere to these restrictions are not disciplined and the correct behaviour is reinforced instead.

8. Breaktime and lunchtime arrangements

- 8.1. The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and breaktimes.
- 8.2. Pupils are expected take their breaks and lunchtimes at phased times, within their permitted bubbles and only in designated areas.

9. School uniform

- 9.1. The school expects all pupils to wear uniform while in school, in line with the School Uniform Policy.
- 9.2. Parents do not need to clean their child's uniform any more often than usual.
- 9.3. Reasonable adjustments are made where pupils cannot, for good reason, wear the correct school uniform, e.g. the pupil has outgrown an item of uniform and their parent is currently unable to replace it.
- 9.4. Where pupils cannot wear the correct uniform, suitable garments must be worn that fulfil the following requirements:
 - They are plain in colour
 - They are practical for school
 - They do not display words, logos or graphics that are considered offensive

10. Managing the behaviour of remote learners

- 10.1. While all pupils will return to school in September, there may still be times when pupils need to learn remotely, e.g. due to a local lockdown or when the pupil is following health advice to stay at home.



- 10.2. Pupils who are learning remotely off-site are expected to adhere to this policy and the Pupil Remote Learning Policy, where applicable.
- 10.3. The school expects pupils who are learning remotely to uphold good behaviour at all times and to:
- Attend remote classes or group sessions on time.
 - Complete the work that has been set and return it on time, to the best of their ability.
 - Keep all communication polite and appropriate, and in line with the school's remote learning arrangements.
 - Not misuse or mistreat the resources or technology utilised for the delivery of remote learning.
 - Report any issues, including harassment or bullying from their peers, to their teacher.
- 10.4. The school recognises that some sanctions are unable to be given to pupils learning remotely and that adjustments to the actions outlined in section 13 of this policy may be in place.
- 10.5. Where discipline must be deferred until the pupil returns to school, the headteacher informs the pupil's parent via phone call and the pupil will be disciplined when it is safe to do so.

11. Support for pupils

- 11.1. The school understands that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education in some pupils, resulting in increased incidences of poor behaviour.
- 11.2. Relevant staff work with pupils who are struggling to reengage with school and who are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.
- 11.3. The school understands that some pupils will return to school in September having been exposed to a range of adversity and trauma, which may lead to an increase in social, emotional and mental health (SEMH) concerns.
- 11.4. Appropriate support for pupils with SEMH issues is arranged, including arranging access to services such as educational psychologists, social workers and counsellors.
- 11.5. The SENCO and Child and Family Support Worker works with local services to ensure services and support are in place for pupils with SEND to allow them a smooth return to school.
- 11.6. The parents of pupils who require support to reengage with school are contacted before the beginning of the academic year to set expectations, discuss concerns and build confidence in their child returning to school.
- 11.7. Where a pupil requires additional support, relevant staff consider what support or reasonable adjustments are needed and develop a plan to deliver this support.
- 11.8. EHC plans, pastoral support plans or multi-agency plans for relevant pupils are kept up-to-date.
- 11.9. Pastoral staff and the DSL and their deputies undertake the appropriate training to ensure they are able to spot signs of distress and poor mental health.

12. Rewards and discipline

- 12.1. Rewards and discipline are given in line with this policy, where practicable – discipline that cannot be given with immediate effect to remote learners is carried out in line with section 10 of this appendix.
- 12.2. Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.
- 12.3. The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.
- 12.4. Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.



13. Exclusions

- 13.1. All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.
- 13.2. Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others.
- 13.3. The headteacher retains the power to exclude pupils on disciplinary grounds – all exclusions and their arrangements are carried out in line with the Exclusions Policy, where practicable.
- 13.4. Permanent exclusion is only to be used as a last resort.
- 13.5. Where a pupil with a social worker is at risk of exclusion, their social worker is informed and involved in relevant conversations.
- 13.6. The headteacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education, and the governing board meets to discuss reinstatement within 15 school days.
- 13.7. Where the pupil's reinstatement is declined, parents have 25 school days to apply for a review of this decision before the school deletes the name of a permanently excluded pupil from their admissions register.
- 13.8. The timeframes set out in the Exclusions Policy remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020.
- 13.9. Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the governing board decides whether any meetings should be delayed.
- 13.10. If it is decided, as per the criteria in the Exclusions Policy, that it is not appropriate for meetings to take place in person within the usual timeframe, remote access meetings are used.
- 13.11. In the event that a remote access meeting is necessary, the governing board ensures that any technology used for these meetings is understood by all participants, and that support is facilitated for any participant who may need it.
- 13.12. The authority who arranges the remote access meeting takes reasonable steps to facilitate all participants' access to the required technology.
- 13.13. Procedural requirements for exclusion meetings under normal circumstances remain in place during remote access meetings, e.g. if a parent requests a SEND expert to advise the review panel.
- 13.14. Families are made aware that they do not have to consent to a remote access meeting, but that this will likely result in the meeting being delayed.
- 13.15. Every effort is made by the chair of the meeting to ensure that all participants understand and engage with the proceedings:
 - Clear instructions are provided about how to join the meeting
 - A named person is indicated to whom participants can address questions beforehand
 - The chair explains the agenda at the outset of the meeting, and outlines guidance with regards to how the meeting will be run
- 13.16. The governing board takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.
- 13.17. The school will make every reasonable effort to avoid excluding any looked-after child.
- 13.18. Where a looked-after child is at risk of exclusion, the school will contact the relevant authorities as soon as possible to consider ways to help the child and avoid exclusion becoming necessary.



- 13.19. Where a previously looked-after child is at risk of exclusion, the school will discuss this with the child's parent or guardian and seek advice from their virtual school head.

14. Close contact behavioural management

- 14.1. Behavioural management which requires the use of reasonable force or restraint as a last resort is carried out in line with the Positive Handling Policy.
- 14.2. The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.
- 14.3. Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.
- 14.4. If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

15. Monitoring and review

- 15.1. Regular feedback is provided to staff, pupils and parents on how well they are executing these behaviour expectations and procedures.
- 15.2. Parents, staff and pupils are asked for feedback on the behaviour expectations on a regular basis, and changes will be made where necessary.
- 15.3. This appendix is reviewed in reaction to any new government advice by the headteacher.
- 15.4. The date of the next review is September 2026.
- 15.5. Once the school resumes regular activity, and if deemed appropriate by the headteacher, all sections within this appendix will expire.