Behaviour Policy

Inc. Statement of Behaviour Principles & Anti-bullying

Holyport CE Primary School

Approved by ODST:	**Education Quality Standards Impact Committee**
Date:	**January 2026**
Next review date:	**January 2027**

HOLYPORT CE PRIMARY SCHOOL	
ADOPTED AND SIGNED ON BEHALF OF THE SCHOOL GOVERNING BODY ON: 12.2.26	SIGNATURE OF GOVERNING BODY REPRESENTATIVE: *P Mew*
Name of Headteacher: Amanda Featherstone	Signature of Headteacher: A Featherstone
Presented to: Staff Presented to: FGB	Policy to be next reviewed: January 2027 or earlier should there be changes to ODST, DfE policy etc.

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1. Oxford Diocesan Schools Trust Behaviour Statement

This statement of behaviour principles applies to all schools of the Oxford Diocesan Schools Trust (ODST) as required by statutory guidance issued by the Department for Education.

Introduction

Positive behaviour in schools is paramount as this is central to a successful education. Consistent behaviour management helps to create and protect the positive relationships built within the whole school community. Schools should ensure high standards of behaviour that pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave.

ODST schools endeavour to manage behaviour well so they can provide calm, safe and supportive environments in which pupils want to attend and where they can learn and thrive. The Trust and its schools are committed to providing welcoming, calm, secure learning environments, where the culture is focused on the well-being of each member of our school community whilst also limiting disruption. We expect all members of our school communities to respect the feelings of others and to treat people with dignity.

Relationships underpin all that we do and we approach behaviour management from this viewpoint. We continually work to make, maintain and, when necessary, repair relationships and connections. The emphasis is on nurturing positive and respectful relationships so that conflict is less likely.

In adopting this approach, we aim to develop a culture in which relationships are strengthened, and people demonstrate empathy, compassion and understanding towards one another. School will instil in pupils the importance of doing the right thing for the right reasons, which involves holding people to account in a meaningful and constructive way, agreeing clear boundaries within which to work and providing the right support and encouragement to reach agreed goals.

It is about working ‘with’ people at every opportunity. Our schools aim to provide nurture and support alongside clear boundaries and expectations of behaviour. The Trust and its schools recognise that pupils’ behaviour is a form of communication and that all work hard to respond appropriately. Adults in school are trained to recognise these needs and feelings being expressed and to help pupils to understand and regulate their own behaviours.

Vision

At the heart of our vision is our belief in educational excellence. We believe we are called to serve our pupils, staff, parents and their local community by providing schools with the highest levels of academic rigour and pastoral care. Our schools are places where children and young people develop and thrive intellectually, socially, culturally and spiritually. Our vision, ethos and values underpin our positive behaviour ethos as we strive to support the diverse needs of all pupils.

We value every individual and understand that our sense of "community" and of belonging are vital to well-being. We strive to empower pupils to achieve, and to feel valued and supported. This is underpinned by embedding an inclusive, restorative and nurturing culture across the Trust and the building of positive, respectful and consistent relationships.

Aims

Schools within the Oxford Diocesan Schools Trust aim 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 ODST and the individual schools that form the wider ODST community
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management, based on a relational approach, that is applied equally to all pupils while at the same time reflecting the needs of individual children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Build a community that values kindness and empathy for others
- Provide guidance for school staff, parents and carers, members of the local governing body, and other stakeholders on how we support our pupils to self-regulate and manage their behaviour so that they are ready to learn

Rationale

At ODST, we recognise that wellbeing and behaviour are inextricably linked.

Child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and educational outcomes. If a child's sense of belonging and safety is high, then children have a better chance of reaching their full potential.

As a Trust we recognise that behaviour is a form of communication and we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations.

We recognise the link between understanding of the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care givers, we can offer the pupils the security and relationships needed to meet the individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, life-long learners.

Guided by restorative approaches, we will focus on relational connection and regulation first, putting relationships at the heart of our approach, in order to create and foster a safe and happy environment where all feel secure and respected.

ODST is committed to developing a Trauma and Mental Health Informed Approach to behaviour management. Schools do not operate a 'zero tolerance' or 'one size fits all' approach to behaviour that may be coming from distress. We have high expectations for the behaviour of all, and rigorous support is offered to those having difficulty meeting those expectations.

To ensure every child develops and maintains positive mental health and resilience, our aim is to:

- Support pupils to make sense of their experiences
- Find ways to manage emotions and feelings
- Create an environment of safety, connection and compassion
- Build a school network of strong, positive, supportive relationships through training
- Ensure that children maintain the capacity to learn, despite difficult events that may occur

2. Legislation, Statutory Requirements and Statutory Guidance

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

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

In addition, this policy is based on:

- 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
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as 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 (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking

- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes, vapes and lighters
- Fireworks
- Pornographic images
- 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)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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)

4.2 Holyport Primary School's Anti-Bullying Strategy

Holyport CE Primary uses the NSPCC definition of bullying which states; "Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally." (NSPCC website, 2016). One off incidents of name calling or being mean are not classed as bullying but are still investigated. We make it very clear to children and parents that there is a difference.

Aims

Holyport CE Primary and ODST acknowledge that bullying does happen from time to time in our schools. It would be unrealistic to claim that it does not. However, it is our aim to:

- Ensure that all children, young people and adults within our academies have a common understanding of what bullying is.
- Reduce all forms of bullying.
- Communicate clearly to children and parents the strong response to such events in ODST schools.
- Stress that the whole school community acts together on this issue.
- Continually work to maintain a warm and harmonious atmosphere within our schools.

Objectives

At Holyport CE Primary School, through this policy shows that:

- All allegations of bullying will be carefully investigated.
- Pupils, parents and staff will be encouraged to talk openly about the issue.
- As part of the curriculum, greater understanding of bullying in all its forms will be developed.
- Children will be taught strategies to help them deal with bullying situations which they may encounter. This may be through PHSE lessons or Anti-Bullying Week initiatives.
- Staff will respond calmly and consistently to allegations or incidents of bullying.
- We will protect and support all parties during academy/extra-curricular time and on academy premises whilst issues are resolved.
- Cyber Bullying is also taken very seriously at Holyport CE Primary (see our Safeguarding and Online Safety policies) and sanctions will be applied for bullying behaviour that may have taken place outside of School on social media sites

Whole School Strategies to minimise Bullying:

- A regular programme of PSHE is delivered.
- Regular Teacher – Class discussion takes place e.g. during circle time, dealing with friendship / playtime issues.
- Peer support to be strongly emphasised: with children taught how to effectively support a bullied friend/peer and how to resist "joining in" with bullying.
- Children suffering from bullying will be encouraged to keep diaries to share with staff/parents.
- A school Anti-Bulling Code is in use, giving clear advice to children on what to do if you are a witness or a victim of bullying.
- "Restorative Justice Approach" to deal with any incidents that do occur. Children engage in reflection with a staff member/mentor and establish the way forward to ensure there are no further incidences.

How we will respond to specific allegations of Bullying

Children will know whom to talk to. In the first instance this will usually be their class teacher, but it could also be:

- Another teacher known to them.
- A Teaching Assistant.
- A Learning Mentor.
- A Lunchtime Supervisory Assistant.

The children should be given every opportunity to report the bullying in the first instance, but it will be the class teacher who will follow up allegations. Therefore, any other adult in receipt of information should feed back to the class teacher as soon as possible.

Response Procedures

The class teacher will take steps to discuss the problem with the bullies to establish the situation and talk through any issues. An early resolution is sought using these tactics.

- Both bullied and bullying parties should be informed that the situation is being monitored by the class teacher/s concerned
- If there is no improvement, or further bullying occurs, the parents of the bullying child should be contacted in order to come into school to discuss the problem and to make clear that a zero-tolerance policy is being adhered to
- If further bullying takes place, the school's behaviour, rewards and sanction policy should set out what the school's next steps will be

As a result of the discussion clear expectations are laid down as to:

- Expected behaviour and attitudes
- Strategies to support the bullied child, including who they can turn to and when the arrangements for beginning/ending lessons, lunchtimes, starting and ending of the day
- Individual circumstances will determine the precise arrangements to be made

Support is given to the perpetrator to raise their self-esteem and develop appropriate social skills e.g.: alternative provision at lunch time for a given period to ensure they do not pose a threat.

Recording

Holyport CE Primary School records bullying at all stages, together with the action taken in the pupil's personal file or CPOMS entries, transferred with the child from class to class. This may be transferred at transition to the next phase of the child's education.

Roles & Responsibilities

- All staff at Holyport primary School have a responsibility for implementing this and their school's policy and dealing appropriately with incidents that are brought to their attention
- We have a named Lead Behaviour Professional (LBP), which is the Headteacher, Amanda Featherstone. The role of the LBP is to manage bullying in the school, provide support for staff, provide guidance on curriculum development to ensure bulling is a taught element of the school's work and ensure appropriate training is provided for all staff
- The Headteacher is responsible for ensuring the policy is implemented consistently and effectively
- The impact of this policy will be monitored by governors through regular audit of records of serious incidents and alleged bullying during school visits. The outcome of this monitoring will be reported to Local Governing Bodies and will impact on future development of associated policies and practice

Entitlement and Inclusion

All pupils, whatever their ability, gender, race, religion, size or weight are entitled to feel safe and have full and equal access to provision both during the school day and during extracurricular activities. All pupils have the right to be listened to and fairly treated if they report or are accused of bullying.

Raising Awareness/Staff training

Information about the school's bullying strategy/policy is made available to parents on the school's website and on request.

Holyport CE Primary School takes part annually in 'Anti-bullying Week' to highlighting positive behaviours and attitudes.

New staff are inducted into the school's safeguarding and anti-bullying procedures on arrival. The key points are exemplified in the Staff Handbook and this is renewed annually for all staff. Specific anti- bullying training should be refreshed for the whole staff every two years.

Review

The policy will be reviewed every three years or earlier if relevant by the Local Governing Body of Holyport CE Primary School. The school takes the advice and guidance on this policy through ODST.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy available on our website at the following link: Anti-bullying-policy-2024-2027.pdf

5. Roles and Responsibilities

5.1 The Local Governing Body (LGB)

The LGB is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher 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 is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 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 the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 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)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- 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.

Adults Model and Teach Behaviour

Adults in school:

- Give clear, calm instructions.
- Use PACE strategies (Playfulness, Acceptance, Curiosity, Empathy)
- Use consistent language aligned with school values and behaviour policy
- Praise specifically ("I noticed you…") and frequently.
- Use school rewards such as Half Termly Achiever, Stars of the Week, Special Mentions
- Notice children - how they are presented (i.e. uniform/preparedness for school) & their wellbeing
- Listen first and then use restorative approaches to solve problems fairly.
- Celebrate effort, kindness and following of the school's values

Keeping Parents/Carers Informed

Parents will be kept informed about matters relating to their child's behaviour through:

- Informal meetings and telephone calls between teacher and parent (e.g. at the end of the school day)
- Attitude to learning included in the interim progress report and annual school reports to parents
- Written and verbal notes of praise and achievements such as 'Star of the Week' and 'Half Termly Achiever' and 'Special Mention' certificates.
- Scheduled, whole school parent teacher meetings
- Home School Communication Books
- Formal meetings of the teacher, parent and Headteacher

The child may be included at any stage in these meetings, at the discretion of the teacher and with the agreement of the parent.

Parents of children hurt by inappropriate behaviour of another child will also be informed of what happened and if appropriate would share the approach to preventing future incidents and/or the consequence imposed by school.

5.5 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 and routines (see section 6)
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour 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 new to the school.

Non-Compliance of Uniform

- Nail varnish/make-up
- Jewellery
- Inappropriate items of clothing

In rare instances, this may become a behavioural issue and therefore will be addressed as a negative behaviour. (Please see Uniform Policy.)

6. School Behaviour Ethos

Values and Beliefs: Growing Closer to God and the Rights Respecting Culture

At Holyport CE Primary, we value each person as a unique individual created by God. It is our aim that everybody reaches their true potential and therefore have very high expectations of behaviour. This policy is written in the light of our Christian ethos and our school mission statement.

We believe that people respond and thrive best when they are praised a lot for their effort. That is why at Holyport CE Primary we have a 'spot people being good' approach. This is the most important strategy and should be evident in all that we do as adults. We also believe that adults should model the behaviour they wish their pupils to aspire to. In other words, all adults will lead by example. Behaviour management should also be age appropriate.

Everyone needs to be consistent in managing behaviour in accordance with this policy. This also promotes pupil well-being and helps to build self-esteem and an 'I can' attitude amongst all our children.

We aim to create a warm and welcoming environment that cultivates a respect for the rights and needs of children and adults, irrespective of culture, race or gender. We aim to be actively involved in the learning of our children. Therefore, we provide a range of broad, creative and balanced learning opportunities, which adhere to the National Curriculum. We use constructive feedback to signal when a child's efforts are valued, which also avoids alienation and disaffection.

We aim to develop self-discipline and the ability to self-regulate the choices and decisions our children make. We aim to maintain high aspirations and expectations of our children, in the anticipation of fostering independent, reflective and lifelong learners.

We Aim to Promote:

Our Beliefs and Values

Respect

- Speak to others kindly and listen actively in all areas and to all adults
- Care for others' feelings, differences, and beliefs
- Look after shared spaces and resources

Responsibility

- Follow the Class charter agreed by everyone at the start of the year
- Follow instructions first time.
- Complete learning tasks with care and perseverance
- Tell an adult when something is unsafe or unkind

Friendship/Love

- Notice when others need help and offer it
- Speak up for anyone being treated unfairly
- Practice forgiveness and seek reconciliation

Trust/Honesty

- Own up to mistakes and try again
- Stand up for what is right

Creativity

- Have a go at new ideas, even when they are uncertain or might not work the first time
- Use imagination to solve problems, thinking of more than one possible approach
- Express ideas in different ways—through drawing, writing, movement, making, or talk

The Key British Values

- Mutual respect and tolerance of those with different faiths and beliefs
- Democracy
- Rule of Law
- Individual Liberty

Our Mission Statement

1. Through Holyport School's broad and memorable education experiences our pupils achieve their full potential and become enthusiastic learners for life
2. Rooted in our Christian foundation, everyone feels valued, respected and knows their contribution will be recognised.
3. Our pupils are active, healthy, responsible citizens of the future.

Behaviours for Learning

We acknowledge that there are behaviours which are required for effective teaching and learning to take place in school and that these are influenced by relationships:

A. **Relationship with Self**: A pupil who does not feel confident as a learner and who has 'internalised' a view that s/he is unable to succeed as a` learner will be more likely to engage in the challenge of learning and (in consequence) may be more inclined to present 'unwanted behaviours'

B. **Relationship with Others**: All 'behaviour' needs to be understood as 'behaviour in context'. Behaviour by pupils is triggered as much by their interactions with others (pupils, teachers or other adults in schools/settings) as it is by factors internal to the child.

C. **Relationship with the Curriculum**: Pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment. Our aim is to make these relationships as positive as possible. Lessons have clear objectives and learning outcomes that are explicitly shared with the children. These are differentiated to meet their needs and they promote good behaviour as well as effective learning behaviours. When children are actively involved in their learning, the frustration and disaffection which can lie at the root of poor behaviour may be avoided. As part of the curriculum, children will develop a greater understanding of bullying in all its forms and the school promotes the annual Anti Bullying Week. Also, we have PSHE sessions, collective worship and values teaching and planned sessions led by external providers such as, e-safety sessions for the whole school and NSPCC workshops for UKS2 as examples of the range of methods to raise discussion and agreement on how our choices affect ourselves and others. Through this the children will be able to talk openly to staff and develop a range of strategies to help them deal with any behaviour or bullying situations they may encounter.

Rights and Responsibilities at Holyport CE Primary School- Our Behaviour Curriculum

In our school we expect a high standard of behaviour from everyone. We have a set of behaviours that we expect to see from our pupils. With the proper support and adjustments, we expect all pupils to be able to meet our behavioural expectations.

Teachers should spend time explaining and reinforcing positive behaviour and routines, so that pupils are really clear on what's expected from them. This explicit instruction is extra important for new pupils as they might not be familiar with the expectations and routines.

How the Behaviour Curriculum is Taught:

- Explicit teaching during induction and class routines
- Regular practice (e.g., lining up, partner talk, transitions)
- Assemblies and collective worship themes
- PSHE/RSHE and RE lessons
- Storytelling and Christian narrative links
- Visual reminders around school
- Consistent reinforcement by all staff

Collective Worships and Assemblies

- All members of the school community are expected to take part in every collective worship
- Enter and leave worship silently and respectfully, showing readiness for reflection.
- Listen attentively and respectfully to all leaders, the stories and singing/music, joining responses at the appropriate times
- Show reverence and kindness, respecting the space and artefacts, the people and the messages shared
- Take part positively—through singing, prayer, stillness or reflection—while honouring others' beliefs and feelings

Good Classroom Management is Essential

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

- Prioritise the safety of all children by using peripheral vision, placing themselves in positions where all children can be seen at all times
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
    - 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
    - Addressing concerns regarding behaviour that falls short of expectations with children quietly, fairly and proportionately

Pupils who struggle the most with achieving consistently positive behaviour will need more support to meet our school's behaviour expectations. Staff can reinforce the behaviour curriculum in every interaction they have with pupils, by:

- Modelling what positive relationships look like, in their interactions with all members of the school community

- Acknowledging and praising behaviour that meets the expected standard
- Giving pupils clear reminders about what the consequences of their actions will be if they don't meet behavioural expectations
- Being clear and consistent in the use of sanctions

Holyport Outdoor Play (HOP)

Rationale

At Holyport Primary School, we recognise that high-quality play is essential to children's physical, social, emotional and cognitive development. Lunchtime play is a vital part of the school day and provides opportunities for children to explore, collaborate, take appropriate risks, be creative and develop independence.

HOP (Holyport Outdoor Play) is based on the principles of Outdoor Play and Learning (OPAL) and reflects our commitment to improving play provision so that all children benefit from a rich, inclusive and engaging play experience.

Positive behaviour is promoted through engaging play opportunities, clear expectations and supportive adult interactions. Behaviour incidents are managed in line with the school's Behaviour Policy. Please see the HOP Play policy on the school website.

Inclusion

God made everyone unique. For Holyport CE Primary, as a school, this means responding to the different talents and needs of all our children so that they can achieve their true potential. Reasonable adaptations should be made for children who struggle to make good choices.
All teachers are expected to anticipate likely triggers for behaviour that falls short of expectations and put in place preventative support. This may require work with the SENCO and in some cases, the Headteacher and SLT.

It is also important to remember that all behaviour has meaning and is a form of communication and that a restorative and attachment aware approach can help unpick the reasons for the behaviour rather than a purely punitive approach. Understanding a person's behaviour is the first step to preventing and reducing behaviour incidents.

There can also be a number of reasons for children to struggle with positive engagement, for example: understanding, language, culture, previous experiences, disabilities, attitude, family context, attention span, trust, self-concept to name a few. This can lead to different response, such as: freeze, fight, flight or submit.

There needs to be a tailored approach to supporting children who present with challenging behaviours. (see Preventing Reoccurrence of Behaviour that falls short of expectations Section below). This needs to be regularly reviewed with both child and parents. Where necessary, outside agencies may be brought in to support the child e.g. Early Help (with parental consent), play therapy (with parental consent) and counselling (with parental consent).

When children struggle with their behaviour, we are committed to working with both the child and the parents in a variety of ways and this has been very successful to date. Every child is different and unique and we continue to find new ways to support different children in different situations.

6.1 Mobile Phones

Our school has made a commitment with Smartphone Free Childhood and as such we operate within the DfE's mobile phone and behaviour guidance. The policy is available on our school website.

7. Responding to Behaviour

7.1 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 the behaviour curriculum or their own classroom charter, that relates to the UNICEF Rights of the Child
- Develop a positive relationship with pupils, which include:
- 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

7.2 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 misbehaviour 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 pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information from the school's website.

7.3 Responding to Positive Conduct and 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. Targeted use of praise and encouragement are the main focus of our reward system and every child will receive this as part of our ethos and learning climate, during the course of each day.

Positive behaviour will be rewarded with:

- Verbal praise in the moment
- House points
- Communicating praise to parents/carers via a phone call, a special mention certificate or written correspondence
- Certificates, prize ceremonies or special assemblies such as Star of the Week or Half Termly Achiever
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity.
- 'Learning Working Head' Stickers (Appendix 3)

Examples of positive behaviour that we recognise are:

- Choices that exceed the everyday expectations or demonstrating exceptional examples of school values.
- Asking insightful questions and making thoughtful decisions and applying this to their conduct.
- Honesty in their work and relationships, taking responsibility for their mistakes and taking action to correct this.
- Reliability and building positive relationships around the school.
- Caring, inclusive and supportive behaviour towards others.
- Community engagement, teamwork and collaborating with others.
- Actively taking part in class learning through contributions in class discussions as well as focusing on their individual progress.

7.4 Responding to Misbehaviour

As with all inappropriate behaviour, it is the behaviour that is unacceptable and rejected and not the child.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

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

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

Behaviour falling short of our expectations might be:

- *Use of physical or verbal aggression towards others, adults or children*
- *Disruption in lessons, in corridors between lessons, and at break and lunchtimes*
- *Non-completion of classwork or homework*
- *Poor attitude, which may appear as not following staff guidance or answering back*

Serious behaviour that falls short of our expectations is defined as:

- *Repeated breaches of the school rules that lead to unreasonable high-level disruption of children's right to learn*
- *Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-bullying Policy)*
- *Physical violence or verbal aggression that causes harm, directed towards an adult or peer*
- *Use of object/weapons to hurt others*
- *Serious/ continued bullying incidents*
- *Vandalism leading to significant damage of school property and resources*
- *Possession of 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)*

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

- A verbal reprimand and reminder of the expectations of behaviour (an opportunity for the behaviour to be corrected).
- Sending the pupil out of the class with the opportunity to reflect on choices and 'reset' before returning.
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges
- School-based community service, such as tidying a classroom or assisting in the dining hall at lunch
- Referring the pupil to a senior member of staff through our tiered approach
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Removal of the pupil from the classroom
- Suspension, where appropriate
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Assessing ‘Levels’ of Misbehaviour

Misbehaviour

Level 1

Level 1
(for example)

- Behaviour falling short of the Fantastic Four
- Not using ‘One Voice’
- Being unsafe
- Being disrespectful towards staff and pupils
- Being unkind to others
- Failure to follow instructions
- Not following the Uniform Policy
- Refusal to engage with learning
- Distracting others from working
- Entering restricted areas of the school building at break times

Level 2

Level 2
(for example)

- Repetition or continuation of Level 1 behaviour
- Failure to accept Stage 1 consequences
- Uncooperative or defiant behaviours
- Minor physical / verbal aggression/swearing and damage to property or stealing
- Discriminatory behaviour including racist, sexist or homophobic language

Level 3

Level 3
(for example)

- Repetition or continuation of Level 2 behaviour
- Failure to accept Stage 2 consequences
- Continued Major damage to property or physical environment;
- Major Physical violence / Verbal abuse towards students or staff

Serious Misbehaviour

Appendix 2 – Assessing 'Levels' of Misbehaviour

Sanctions & Consequences



Level 1

- Verbal warning (opportunity to correct behaviour)
- Loss of social time (5 minutes)
- Removal from classroom to partner class
- Related sanction (restorative justice) e.g. re-do work, clean area (consider how to 'fix' what went wrong).

Level 2

- Extended loss of social time (15/30 minutes)
- Removal from classroom to partner class
- Parental contact – phone call home
- Phase Leader informed

Level 3 (for example)

- Parental contact – phone call home
- SLT/Head Intervention
- Internal exclusion
- Suspension (fixed term exclusion)
- Permanent exclusion

Serious sanctions and consequences

Preventing Recurrence of Behaviour that Falls Short of Expectations

As a school we are committed to using a range of initial intervention strategies in order to reduce likelihood of suspension or permanent exclusion in addition to the strategies outlined in our behaviour system. The aim of all interventions is to identify and address underlying factors leading to behaviour that fall short of expectations and to assess the appropriateness of the provision in place for the child.

Working with a range of agencies and outside providers, we offer play therapy, counselling, intervention work with our local policing team. We also work with local partners, for example alternative provision for short term interventions and outreach services such as Shine or from local Specialist School's such as Manor Green for advice and support. In addition, we are proactive in working with Early Help. Where a child has an EHCP we work closely with the LA CYPDS team to review provision. Where a child has spent time in alternative provision or a pupil referral unit, there will be a plan for re-integration which will be regularly reviewed.

School Attendance and Part-time/Reduced Timetables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time time table to meet the individual pupil's needs, e.g. a part-time time table may be considered as part of a re-integration package.
A part-time time table will not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. The legal requirement is that a child resumes full time education by fourteenth week. This will only be considered when all other strategies have not been successful and to avoid future suspensions or permanent exclusion.

Emotional Regulation & Behaviour Support Plans (BSP)

If a pupil regularly displays behaviour that disrupts theirs and others learning as well as disrupts the safety and stability of the classroom, a personalised strategy in the form of a behaviour support/handling/emotional regulation plan is required.

These plans:

- Describe the behaviours
- Identify situations that a pupil finds difficult (triggers)
- Identify proactive behaviour strategies to help a child cope before their behaviour escalates
- Should be easy to understand
- Should consider the need for a Crisis Management Plan and/or a Risk Assessment

All plans are formally reviewed and updated with the class teacher, SENCo. And parents. The purpose of a behaviour support plan is to ensure that:

- The frequency and severity of challenging behaviour reduces
- Everyone working with a child on a BSP consistently uses the same, agreed, approaches
- Parents are made aware of the strategies that are being used at school

Following any incidents of extreme behaviour, there will always be a review to discuss what happened, what support is needed and completing of all records. The review will also discuss what were the triggers, and what might help in the future. Regulation and/or support plans and risk assessments are amended accordingly. It is important to note that the success of strategies should be continuously monitored. Where strategies are not working the decision needs to be made whether to (1) make adjustments (2) persist with strategies for longer (3) change the approach.

To address misbehaviour and identify appropriate stages of behaviour management, we may use the school's levels of behaviour guide (Appendix 1 & 2).

7.5 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Positive Handling

School staff are provided with appropriate Team Teach Training, to enable them to assess the use of positive handling.

Sometimes it may be necessary for staff to use positive handling techniques. All actions taken should be informed by dynamic risk assessment and be in line with government guidelines on restraint and the use of reasonable force. The Trust advocates using Team Teach techniques and guidance.

Team Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the child remains safe. School will produce and update appropriate risk assessments and have Individual Positive Handling plans in place for children who require regular handling. All individual plans will be shared with parents and carers.

Circumstances In Which Reasonable Force Would Be Used:

Reasonable force will be used when there is a real risk of harm towards a pupil or member of staff.
Reasonable force will be used to physically separate pupils found fighting and a verbal instruction to stop is not followed. *NB: Reasonable Force will not be used to remove a child from a classroom unless the child is being violent and causing harm to others.*

Reasonable force covers a broad range of actions – involve a degree of physical contact to control or restrain children. Reasonable – 'using no more force than is needed':

- To prevent a pupil from committing an offence
- To prevent a pupil from injuring themselves or others
- To prevent a pupil from damaging property
- To maintain good order and discipline at the school or among pupils

What Will Happen When Reasonable Force Is Use:

- School will record what has happened including who witnessed it
- School will record the views of pupils involved
- School will ensure that staff have used force reasonably, proportionately and appropriately
- School will ensure that parents/carers are informed

The school uses training such as Team Teach, for identified staff, to provide positive behaviour management strategies, equipping them to deal with challenging situations, where there is need for this required intervention for the safety of the child and those around them.

7.7 Searching, Screening and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. We will also take account of up-to-date advice from the police via www.npcc.police.uk

Offensive Weapons

An offensive weapon is any article which is made, intended or adapted to cause injury. Offensive weapon can be broken down into two categories: a) Those that are made as an offensive weapon (e.g. knuckle-duster, dagger, gun) or adapted (e.g. broken bottle) for use for causing injury to the person; and b) Weapons not made or adapted as an offensive weapon (e.g. kitchen knife, spanner, hammer) but intended by the person having in possession of it to cause injury to another. See list in section 3.

It is illegal to:

- be in possession of a knife / bladed article on school premises
- be in possession of an offensive weapon without lawful authority or excuse in any public place
- threaten with a blade or sharply pointed article on school premises

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a Pupil

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

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

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

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

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

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

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

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

'Outer clothing' includes:

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

Searching Pupils' Possessions

Possessions means any items that the pupil has or appears to have control of, including in:

- Desks
- Lockers
- Bags

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

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

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

Searching Pupils

In the event of a school requiring to search a child, headteachers will follow the advice and guidance issued in Searching, Screening and Confiscation (July 2022, or in the most recent updated guidance).

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

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

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

Informing Parents/Carers

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

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

Support After a Search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.7 Off-site Misbehaviour

Behaviour outside of school premises

We have the power to sanction pupils for behaviour that falls short of expectations outside of school premises to such an extent as is reasonable.

Sanctions might be given by school for

- Behaviour that falls short of expectations on school organised or school related activity
- Incidents occurring when travelling to or from school,
- The impact the behaviour has on their own or others access to learning and wellbeing at school
- Posing a threat to another pupil
- Could adversely affect the reputation of the school

The school's response to this behaviour in terms of strategies and consequences will be in the same way as if it had happened in school.

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

7.8 Online Misbehaviour

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

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

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

7.9 Suspected Criminal Behaviour

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

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

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team / D(D)SL will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

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

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

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

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

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

7.11 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 and with reference to the allegations against staff and volunteers' 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 and with reference to the child protection and safeguarding 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.

8. Serious Sanctions

Removal from Classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time. Students who have been removed will continue to receive an education under the supervision of a member of staff. This education may be differentiated to address potential barriers or needs.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme to warrant an immediate removal.

Removal can be used to:

- Restore positive learning behaviours within the classroom and for the pupil
- Maintain the safety of all students
- Enable the disruptive pupil to continue learning in a managed environment
- Enable the pupil to regain calm in a safe space
- Pupils will be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour

Suspension and Permanent Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

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

Please refer to our suspensions and exclusions policy for more information available on the school's website.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

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

9.2 Adapting sanctions for pupils with SEND

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

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND
- The pupil has an unidentified SEND that may have impacted their behaviour

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. Please see the school's SEN policy and information report available on the school's website.

10. Supporting Pupils Following a Sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include:

- Reflect on the events that led up to a consequence or a sanction
- The thoughts they were having at the time of the behaviour
- The thoughts they have had since the incident
- How their actions made others feel
- Who was impacted by their choices
- What actions might be needed to put things right
- How they can do things differently in the future

Following this, other ways to support the pupil include:

- Reintegration meetings
- Daily contact with a designated key staff member with whom the child identifies as a 'mentor'
- A report/celebration chart with personalised behaviour goals
- Changes to the child's timetable and provision (this applies where the child has identified SEN and parents will be consulted and included in these discussions)

11. Pupil Transition

11.1 Inducting Incoming Pupils

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

11.2 Preparing Outgoing Pupils for Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.
To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on our school's behaviour approach.
Areas of training include:

- De-escalation strategies

- The proper use of physical interventions
- The needs of pupils in the school
- Building and contributing to positive culture
- How SEND and SEMH can impact behaviour
- Specific training in response to an identified student, group or cohort

Behaviour management will also form part of continuing professional development.

13. Monitoring Arrangements

13.1 Monitoring and Evaluating Behaviour

The school will collect data on the following:

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

The data will be reported to the LGB and ODST safeguarding.

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

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

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

13.2 Monitoring this Policy

This behaviour policy will be reviewed by the EQSI committee of the Trust Board, the headteacher and the LGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved at school level by the LGB.

14. Links with Other Policies

This behaviour policy is linked to the following policies:

- Suspensions and exclusions policy
- Child protection and safeguarding policy
- Dealing with allegations against staff, volunteers and professionals from other agencies
- Acceptable use of ICT policy
- Online safety policy

Appendix 1 – Learning Working Heads

Fantastic Four

At Holyport Primary School we promote the 'Fantastic Four'. Adults and children across the school use this vocabulary to ensure that all children experience a positive and consistent opportunity to learn.

- Be kind
- Be safe
- Be respectful
- One voice



Learning Working Heads - Our Approach to Developing Positive Learning Behaviour and Attitudes

As part of our behaviour policy, we introduced the Learning Working Heads (LWH). This is an approach which encourages pupils to think about the type of learners that they want to be, teaches them to identify the skills of specific learners and as a staff it allows us to nurture the learning behaviours, we want to encourage within our school community.

As a staff we have identified five learning behaviours that we wish to focus on as a starting point, with the idea of expanding these once the original five are embedded in our teaching and learning across the school community.

The five learning behaviours are:

- Resilience
- Creativity
- Positivity
- Independence
- Reflectiveness



We introduced these LWH to the children in years 1 – 6 in the Autumn Term 2020 and ran a competition to generate the design for each of the 'Learning Heads'. The winning designs are printed onto stickers which are awarded each week (5 in each class) and used to identify and praise pupils when they are demonstrating the use of particular learning, linked to a specific learning behaviour and posters to encourage and support pupils in the day to day use of these behaviours.

In raising awareness and specifically teaching the learning skills and behaviours across the school community we hope to develop our pupils into independent learners who can draw upon a wide range of skills to enable them to gain success both in and outside the classroom.