



Colwall CofE Primary School and Nursery

Relationships and Behaviour Policy

Sparkling Curiosity, Unleashing Potential

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'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.' - Paul Dix

Statement of intent

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

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

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

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

At Colwall CofE Primary School and Nursery, our policies and procedures are designed to reflect our Vision and Values. Our Motto 'Sparking Curiosity, Unleashing Potential' encourages all children to try their best in all situations and reminds staff of the importance of modelling and supporting individuals to reach their potential.

Our School Values (Curiosity, Courage and Trust) form the basis of our work at Colwall. We aim to develop every child's **curiosity** in situations, to explore the thoughts and feelings of others through a restorative behaviour approach and understand how their behaviour may have an impact on others. Through developing strong relationships with their peers and our staff, the children have the **courage** to approach situations which may be challenging for them, knowing that there will be a support network to help them succeed. We also work to foster strong relationships with and between the children, where **trust** is a natural element, and individuals recognise that they are in a safe, non-judgemental learning environment. Through these values, we aim to teach our children the appropriate behaviours expected in school and ensure compliance through regular monitoring and intervention where required.

Our Christian Values as a key aspect in our Behaviour Policy: **“Let your light shine”**



... in relationships, as we trust ourselves and others.



... in learning, as we encourage our curiosity.



... in the community, as we develop the courage to light the lives of others.

Christian Value	Our Intent	Implementation (What We Will Do)	Impact (What You Will Be Able to See)
Trust	Foster a safe and respectful environment where pupils feel valued and supported.	<ul style="list-style-type: none"> - Develop a clear behaviour policy that promotes mutual respect. - Train staff to model trust-building behaviours. - Encourage open communication between pupils, staff and parents. 	<ul style="list-style-type: none"> - Increased pupil confidence in expressing concerns. - Positive relationships among pupils and staff. - A decrease in incidents of bullying and conflict.
Curiosity	Cultivate a learning environment where pupils are encouraged to explore and ask questions about their behaviour and its impact on others.	<ul style="list-style-type: none"> - Integrate discussions on behaviour choices into the curriculum. - Use restorative practice to reflect on behaviour and its consequences. - Create opportunities for pupils to lead discussions on behaviour expectations. 	<ul style="list-style-type: none"> - Pupils demonstrate a greater understanding of the impact of their behaviour. - Enhanced engagement in learning activities. - Increased pupil-led initiatives to promote positive behaviour.
Courage	Empower pupils to take responsibility for their actions and to stand up for themselves and others.	<ul style="list-style-type: none"> - Implement a peer mentoring system to support pupils in making positive behaviour choices. - Encourage pupils to report incidents of poor behaviour or bullying. - Provide training for pupils on conflict resolution and assertiveness. 	<ul style="list-style-type: none"> - Pupils show increased willingness to speak out against bullying. - A culture of accountability where pupils take ownership of their actions. - Evidence of improved behaviour and reduced incidents of disruption.

1. Legal framework

This policy has due regard to all relevant legislation and statutory and non-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 2023'
- 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 operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Pupils' Personal Electronic Devices Policy
- Behaviour Action Plan

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, to determine the strategic development of behaviour and SEMH policies and provisions in the school.

- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

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.
 - Class teacher.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

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

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

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

- 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.

4. Staff induction, development and support

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

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

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.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and

pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

6. The basis of our approach at Colwall

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'

Paul Dix

Children cannot do well unless good standards of behaviour are introduced and maintained. Opportunities for promoting positive behaviour strategies include:

- Whole school assemblies - Our values are discussed and applied to our everyday lives and in our relationships with one another.
- Recognition boards will be used in class alongside our whole school recognition board to promote positive behaviour.
- We encourage children to promote positive behaviour in school
- Letters/phone calls will be sent to parents when children have gone 'above and beyond' by displaying exceptional behaviour.

Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are **intrinsic** and we recognise that feeling good about something you have done is a significant reward in itself.

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. Parents support the school in maintaining good discipline, which in turn ensures good learning, by signing a home/school agreement.

Parents/carers will be informed of achievements so they can share in their child's success in a number of ways:

- Letters/email/phone calls are used to send messages home. There is no set amount each week- again it must be sincere to keep its value. Letters may also be sent home from the head teacher to recognise children going 'over and above'.
- Parent Consultation Evenings provide a forum for discussion.

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at the classroom door. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome to every child.

'Classroom management skills are the single most important factor in achieving good standards of classroom behaviour' (Elton 1989).

Key characteristics of "good practice" are:

- A prompt start to lessons
- A calm and purposeful classroom atmosphere
- Clear procedures and instructions
- Appropriate and challenging work to ensure success
- Pupils encouraged to reflect on progress and set goals
- High emphasis on academic achievement
- High recognition of positive achievement

Teachers will:

- Show enthusiasm
- Have resources that are well-cared for and well organised
- Display work to help pupils with learning
- Provide order but not rigidity
- Foster and promote of a Growth Mindset approach

Consistency

Children need to know what is expected of them in all areas of school, by all staff. Staff will set high standards. Everyone will act with consideration and courtesy to others at all times. Shouting and aggressive behaviour is always discourteous.

Our Agreed Rules

Our behaviour principles shape our '3 School Rules':

Ready (having equipment organised, appropriate behaviour in class and assemblies)

Respectful (to be polite, to consider others' feelings, to wait their turn, to accept a solution or a consequence, to care for school equipment, to value each other's work)

Safe (walk around school calmly and quietly, work and play cooperatively, tell the truth)

Above and Beyond:

At the heart of our behaviour management is recognising those children who go 'above and beyond' our high expectations.

We believe that 'it is not what you give, but the way that you give it that counts.' For some children, this means a quiet word of personal praise, for others it is praising in public. The use of praise is key to developing positive relationships, including with those learners who are hardest to reach.

Recognition and rewards for effort:

Classroom level:

- Personal praise/proximity praise
- 'Phone call/positive notes home
- Termly Star

School level – all the above, plus:

- Star of the Week
- Hot Chocolate Meeting
- Head Teacher's award

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will always deliver sanctions calmly and with care. It is in nobody's interests to confront poor behaviour with anger.

Restorative Approach

'Punishment doesn't teach better behaviour, restorative conversations do.'

Paul Dix

Restorative Practices

All members of staff are trained in the key principles of Restorative Practice and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships.

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in school must model this too.

We strive to avoid:

- humiliation
- shouting
- over reacting
- blanket punishment
- harsh sarcasm
- threatening children with someone else's discipline
- using an area of the curriculum as a punishment

Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will have consequences.

Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced accordingly. Parents will be informed of the consequence via a restorative phone call or email, and it will also be recorded.

Children are aware that undesirable choices will have a consequence. Undesirable choices which can lead to a restorative conversation may include:

- Hurting peers or staff
- Distracting peers from their learning
- Refusal to follow adult instructions

- Disruption of routines
- Throwing objects
- Swearing

The Restorative Approach – Dealing with inappropriate behaviour

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done and rebuilding and restoring relationships. The key principle when dealing with issues is to give everyone involved a chance to have their say and become actively involved in the process.

Following an incident, a restorative conversation will take place to support the child in understanding the harm that has been caused. No undesirable choice will mean that an acknowledged desirable choice gets removed. For example, if a child is placed on the recognition board but makes an undesirable choice, their name does not get taken off the board. The two choices are separate.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Reflection time' can be offered to children before an incident is dealt with.

At Colwall, we have 'The Bubble Room'- a quiet room for children to use to aid with self-regulation. We know that for some children, a calm space away from the classroom is required to aid regulation. Therefore, 'The Bubble Room' is available for children to use throughout the day. Additionally, to meet the needs of our pupils with additional needs, The Bubble Room will be timetabled for pupils to access the space as part of our school SEND and SEMH offer.

On rare occasions, there are incidences where behaviours severely compromise the safety of our pupils and adults. In these cases, the adults dealing with the situation may choose to implement consequences that could range from loss of privileges to reporting to the Deputy Headteacher or Headteacher for a temporary internal/external exclusion. In these circumstances, phone calls will be made to parents. External agencies may need to become involved for behaviour monitoring and support. For any exclusions, we follow DfE guidelines.

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

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

Initial interventions

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

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

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

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

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

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly and walking to Collective Worship.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

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

Preventative measures for pupils with SEND

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

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

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

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

De-escalation strategies

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

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.

- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

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

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

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

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

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

Removal from the classroom

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

The pupil will be moved to a room that is:

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

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

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

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

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

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

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

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

8. 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.

9. Exclusion

Any pupil, staff member, parent or visitor displaying aggressive and/or threatening behaviour will be removed from the premises.

The exclusion of a child is a decision which is not taken lightly or made in haste. Any decision made to exclude a pupil will only be done so by the Headteacher or Deputy Headteacher in accordance with the school's Exclusion Policy.

Exclusion may be necessary following:

- Verbal aggression towards another child/adult
- Physical aggression towards another child/adult
- Persistent disruptive behaviour

We will consider whether the behaviour displayed by the pupil gives reason to suspect that the pupil is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.

We will also consider whether the displayed behaviour is an indicator that the pupil's educational, or other, needs are not being met. In this instance, the school will consider whether a multi-agency assessment of the pupil's behaviour would be beneficial.

In the event of a very serious incident the Head Teacher will contact the parent(s) immediately and the exclusion policy may come into force.

10. Prohibited items, searching pupils and confiscation

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 controlled substances, smoking materials or nicotine products to school.

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. 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.

Pupils will not be permitted to use their mobile phones during the course of the school day. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

For all children in Reception – Year 5: No mobile phones will be permitted on the school premises – mobile phones will be left at home or with parents.

For children in Year 6 who may be walking home alone: Mobile phones will be handed in on arrival – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

11. Effective classroom management

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

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

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

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

Classroom rules and routines

Class teachers refer to the school rules: **Ready, Respectful and Safe** within the classroom and around the school. Children are reminded and encouraged to make positive decisions around their behaviour to meet these.

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

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

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been revisited, pupils will be provided with a classroom rules agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

Pupils will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

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

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.

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

Praise and rewards

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

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

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

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Trips and activities for a whole-class or year group

12. Effective pupil support

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated wellbeing staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with the SENCo and external partners and specialist agencies to access further appropriate support when required.

13. Behaviour outside of school premises

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

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

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

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

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

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

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

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

14. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

15. Monitoring and review

This policy will be reviewed by the headteacher and SLT on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

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

Colwall's Agreed Principles for Behaviour Management

All our staff adhere to:

Clean slate syndrome:

- Past behaviours are gone
- Rub it out – don't rub it in
- Every hour is a new hour
- Every day is a new day
- Look forward do not look back

Respecting our children: (they are learning, we must model the behaviours we want to see from them)

- Kind Eyes
- Unconditional Positive Regard – mindset
- Warmth to the child
- A one-size fits all – kindness
- We don't hold grudges

Manners/behaviour

Adults in the school should set a high standard for the children showing politeness and good manners.

All staff should insist on good manners and politeness at all times from all children.

General courtesy (thank you, excuse me etc) should always be shown

Noise levels should be kept at a reasonable level to avoid disturbing others

Movement around school

Children should give way to adults at doors.

Children should move around the school in an orderly manner- walking and talking with an 'indoor voice'.

Children should only visit other classrooms at the beginning or end of a session unless urgent or unavoidable.

Children moving around the school should respect equipment, resources and displays and should not touch them.

Year 3-6 children can move around school by themselves, but KS1 and EYFS should be accompanied.

School grounds

The children will be encouraged to be interested in the school environment, showing respect by keeping it tidy and litter-free.

Children should be supervised at all times.

The playground

Staff will be on duty at playtimes.

Children should not be on the playground unsupervised.

Respectful behaviour is expected at all times- no kicking, fighting, swearing or spitting is allowed.

Toys should not be brought into school.

Balls etc are only allowed in designated areas.

At the end of playtime, the children put immediate resources away and return to their classroom calmly and quietly.

Staff are at the door ready to welcome their class back.

Wet playtimes

Staff will liaise in order to cover all the necessary areas during a wet playtime.

There will be prepared activities in each class for use during wet playtimes.

Classrooms and cloakrooms

All property in the classroom and cloakrooms must be respected.

They should be left tidy at the end of every session unless work is ongoing.

Dress

There is an expectation that children wear the school uniform including a sensible pair of shoes.

All staff will respectfully and privately support the children to wear the appropriate uniform and shoes. Further information is provided in the Uniform Policy.

Assembly

Children should enter and leave quietly.

During the worship they should sit well and listen quietly.

Class teachers will monitor the behaviour of all the children and particularly, but not only, their class.

Restorative Practice

Adults will investigate incidents in a calm, nurturing fashion and only when the situation has deescalated. The average child needs 20 -30 minutes to de-escalate fully. It is expected that adults respect each child's feelings and listens carefully to each version of the events. Listening to each child will enable the adult to guide effectively.

In order to ensure a consistent approach from all adults, the restorative questions are used as close to the time of incident as possible and when the child has shown they are regulated.

1. What has happened?

The adult will listen carefully, allowing the child the opportunity to give their version of events without interruption, disagreement or judgement.

2. What were your thoughts at the time and what are your thoughts now?

This gives the child the opportunity to review their thought processes

3. Who has been affected and how?

The child's initial reaction may indicate they think they are the only ones who have been affected.

The child may need gentle encouragement to see the impact that their behaviour has had on others.

When the child is able to reflect, it is important to list all of the people who have been affected by this incident.

4. What can we do to put things right?

This is not the time to expect a false apology. It is the time to enable the child to think about how to minimise the impact of what they have done: help to clear up a mess they may have made; go back to their learning and try again. They should offer a handshake or an apology to another person when it is meant.

5. How can we do things differently in the future?

It is likely that a child will feel similar frustrations in the future. Visualising how to make different and more positive choices will enable the child to be prepared should such a situation happen again.

The Restorative approach with younger children

It is suggested that the adult chooses two questions that will best support the child in that moment with a particular focus on 'what can we do to make things right?' A child of any age may not be ready to discuss an incident immediately afterwards. This does not mean they are being insolent or rude. There is evidence to show that the average child takes 40 minutes to regulate their emotions and behaviour. Rather, a child needs time and an adult who is prepared to help them form their answers at a time when they are ready.

We also recognise that some children, of any age, may have additional needs that require extra support to recognise how their actions have affected others or to show empathy towards those involved. Restorative conversations link closely with our school values. The child has been given the opportunity to reflect on their behaviour and how this has had an impact on the learning of their peers. This will lead to a sense of pride when the child can make better choices in the future and resolve conflict in a positive fashion.