

Beck Primary School

Behaviour Policy 2025-2027



PRESENTED TO AND APPROVED BY GOVERNORS: NOVEMBER 2025

REVIEW DATE NOVEMBER 2027

Visit our website for further information: [Behaviour | Beck Primary School](#)

Beck Primary School is a proud member of Cascade Multi-Academy Trust



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1. Vision

Our Vision Statement

“A BIG school with a BIG heart”

Our vision is to

To provide an excellent primary education that gives our children the very best chance of succeeding in life

In order to achieve our vision, we have the following mission statement:

‘We aim high and are ambitious for every member of our school community.’

- ♥ We are a highly inclusive school who are relentlessly focused on supporting EVERY child to achieve academically and personally: we value, respect and nurture all our children for the unique individuals that they are.
- ♥ We are here to serve our community and our learners, and their families are at the heart of what we do. We strive to be the best that we can be EVERY day.
- ♥ Our staff are passionate about providing a high quality, relevant curriculum and inspiring children through our teaching: we are ambitious for all.

Our ethos is built on care, respect and love. Beck is genuinely a big school with a big heart.

2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school, supporting children to develop the good learning habits that they need to be successful in school and in life.
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Promote active partnership with families to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties.

See Appendix 1: Written Statement of Behaviour Principles

3. 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 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- 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.

4. Definitions

At Beck all members of the community commit to following the school values to guide our behaviour. These are displayed around school and referred to often.

The definition of each value is shown below:

Be Ambitious: Aim High	We aim high in all we do and don't give up even when something is hard	
Be Respectful	We are well-mannered and respectful to all: we value diversity.	
Be Safe	We show behaviour which keeps ourselves and others safe: we are kind and gentle.	
Be Enthusiastic	We are enthusiastic and relish a challenge.	
Be Honest	We tell the truth even when it is difficult.	
Be Team Players	We cooperate and support one another in a kind and friendly way.	
Have your say!	We believe everyone in our community has something worth saying and should be listened to.	

When behaviour incidents occur they are defined as lower level behaviours or serious behaviours. Examples of each are shown below:

Examples of 'Lower Level' Behaviours are:	Examples of Serious Behaviours are defined as:
- Failure to follow instructions first time - Distracting others from their learning - Poor learning behaviours - Not listening - Work avoidance - Not staying on task - Using unkind words	- Repeated breaches of the school rules - Inappropriate use of language (Including swearing) - Targeted Swearing towards a child or adult - Any form of Bullying (See additional information) - Child on child abuse - Physical assault/Physical aggression - Verbal abuse/verbal aggression - Threatening behaviour (including spitting /scratching/nipping) - Fighting - Sexual misconduct -sexual violence and sexual harassment including sharing of nude/semi-nude images and intentional sexual touching without consent - Racist,sexist,homophobic or discriminatory behaviour - Theft - Smoking/vaping - Vandalism-damage to property -school property/peer property/buildings/neighbouring property - Inappropriate or dangerous items being brought onto the school premises: this could include knives or weapons, alcohol, illegal drugs, stolen items, vapes, fireworks or pornographic materials - Inappropriate or dangerous items used to inflict harm - Smoking - Off-site behaviour -where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school

5. 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/bi-phobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Online -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)

Bullying is taken very seriously at Beck Primary and is part of our behaviour curriculum and our PSHE teaching.

Children are taught to:

1. Understand what bullying is, including forms of discrimination.
2. Understand the impact of bullying on individuals and communities
3. Understand the roles within bullying: perpetrators, victims, bystanders
4. Recognise behaviours that would be classed as bullying
5. Recognise if they see bullying take place or experience bullying
6. Know what action to take to protect themselves and others from bullying.

All bullying or perceived bullying issues are recorded using CPOMs and records are analysed and monitored.

See Appendix 2: Our Approach to Bullying

6. Roles and responsibilities

6.1 The local governing body

The local governing body works on behalf of the Trust board and is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

6.2 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)

The senior leadership team (SLT) will support the Headteacher in fulfilling these duties and responding proactively to support the management of incidents.

6.3 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
- Recording behaviour incidents promptly on CPOMs
- Challenging pupils to meet the school's expectations
- The Pastoral Team support staff to adapt their practice when children struggle with behaviour, supporting behaviour plans and developing high quality intervention work.

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

6.4 Parents and carers

At Beck we believe that children are more successful when school leaders and staff work in partnership within families. We respect the role that parents and carers play in their children's lives.

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.

6.5 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
- 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 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.

7. School behaviour curriculum

Pupils are expected to:

- Embody the school's values in their daily behaviour and attitudes
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other, in their words and actions
- Follow the teacher's instructions and guidance
- In class, make it possible for all pupils to learn
- In class, work hard and try their best
- In class, engage with learning and join in
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Work positively with staff when they are dealing with any behaviour incidents, working together to resolve any issues at the lowest possible level.

At Beck we believe that it is vital that behaviour needs to be taught as part of the curriculum. We do this in the following way:

- ♥ The school uses a high quality PSHE scheme, Jigsaw, to support children in this area and have a clear approach to supporting learning behaviours. Familiar routines are used by staff in all lessons.
- ♥ Through weekly values and celebration assemblies
- ♥ Through the routines and systems we use within our classrooms
- ♥ Through all our interactions with children throughout the day

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

For our full Behaviour Curriculum see Appendix 3 and Appendix 4

7.1 Mobile phones

- In line with national guidelines and good practice, pupils are not allowed to have mobile phones with them on-site
- If Year 5 and 6 children who walk to school on their own need to bring a mobile phone to school this is by agreement with the school and the phone is passed to the class teacher each morning. Parents/carers complete the appropriate permission form.
- Mobile phones must be switched off on the school site and in a child's bag.
- The school does not take any responsibility for damage or loss.
- If a child is found to have a phone with them in the class this will be dealt with as a breach of the behaviour code, at the appropriate level of sanction, depending upon individual circumstances. The phone would be stored by the Headteacher/Deputy Headteacher and Parents/Carers called to collect it.
- Smart watches should not be worn.

8. Responding to behaviour

Beck has high expectations of all children and a belief that all children can achieve. Our approach to behaviour is underpinned by a commitment to positive behaviour management and the principles of 'unconditional positive regard' and Trauma Informed Practice.

8.1 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 and refer to the school's values and the classroom rules/charter
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines and systems in line with the schools approach
 - 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
- Work with the pastoral team, SENDCO and/or Year leads to create and manage individual behaviour plan when appropriate

8.2 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

8.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition. This provides an opportunity for all staff to reinforce the school's culture and ethos. Recognition of good behaviour is at the heart of our approach

Positive reinforcements and recognition will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be recognised through/with:

- ♥ Verbal praise
- ♥ Pom poms
- ♥ Communicating praise to parents/carers via a phone call or written correspondence
- ♥ Certificates/chosen as learning champion
- ♥ Selected for Hot Chocolate with the Headteacher
- ♥ Taking on responsible jobs/roles
- ♥ Personalised rewards linked to the class: dojo points, star of the day etc

8.4 Responding to inappropriate behaviour

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 inappropriate behaviour.

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.

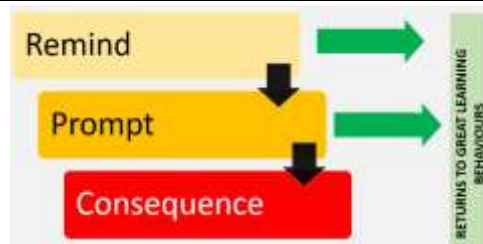
De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

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

Beck has a tiered approach to managing behaviour: We always aim to support children at the lowest level possible

Tier 1	Universal approach for all children, to deal with lower level behaviours, using two simple consequences: loss of 5 minutes playtime and/or use of buddy class. See Appendix 5 On occasions children may demonstrate behaviours which are viewed to be serious incidents. The following consequences may then be used: - Referral to SLT member - Loss of a break or lunchtime - Internal exclusion - Time out of class - Phonecall home - Loss of privileges ♥ Where possible logical consequences are used and restorative conversations take place. ♥ We teach the children that the way that they behave has consequences to themselves and others. ♥ Pupils may require additional time to catch up on any work missed or time and a space to reflect on the behaviour/reaction they have displayed. We believe that pupils should be given the opportunity to repair relationships. ♥ All staff are trained to use Zones of Regulation to help children to self-regulate and to encourage children to reflect on how they felt.
Tier 2	More targeted support for individuals through the use of individual behaviour plans and provision of additional support from the pastoral team. The child will be set targets for improvement and these are monitored carefully. Parents/carers will always be involved. Support at this level is time sensitive, with the aim of returning support to within Tier 1 as soon as possible. Cause for Concern/referral to the SENDCO intervention will be considered if intervention does not appear to be successful. If a child is considered to have an SEMH need in terms of behaviour a 'graduated approach is taken, in line with our SEND policy and procedures. SEND support plans would be used
Tier 3	Provision of more specialised provision or teaching, including a placement in Cosy Cove or use of alternative provision. Multi-agency assessment is likely to be taking place.



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

8.5 Positive handling and Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. Beck takes its responsibilities in this area seriously.

Key Factors Physical intervention should always be:

1. In the best interests of the pupil
2. Absolutely necessary
3. Reasonable and proportionate

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 to ensure safety**
- 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 carried out by trained staff only, unless immediate harm is evident
- Be reported to the pastoral manager and Headteacher/Deputy headteacher
- Be recorded on CPOMs 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.

If an individual child is demonstrating behaviours that require physical intervention a positive handling plan will be put in place. This would be in consultation with parents/carers and will focus on de-escalation.

What kinds of physical interventions can be used?

The Team Teach training teaches the use of the following kinds of physical interventions:

- Touch control
- Caring C
- Help hug
- One person/Two person escort
- inside or outside elbows

These are planned physical interventions. There will be some crisis or emergency situations, for example where children are in immediate danger of hurting themselves or others, where a member of staff may use any reasonable force necessary to maintain safety.

8.6 Searching and confiscation

There is clear guidance linked to searches and confiscation for all schools. Click the link for the DfE's [latest guidance on searching, screening and confiscation](#).

At Beck, we would confiscate any item that is detrimental to school discipline in classrooms or in the playground. Teachers or support staff would do this by asking the child for the object. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

On rare occasions pupils might bring in an item into school which is not appropriate or could be harmful or dangerous. If school believed this to be the case and a child was not willing to give the item to leaders, leaders would isolate the child and contact parents to come into school.

Possessions (Bags, coats, desks or drawers) are not routinely searched (only in exceptional circumstances). On most occasions the child would be encouraged to give any inappropriate item to staff. This would be confiscated and returned to parents/carers or the owner of the property.

Children themselves are never searched. If staff have a concern about inappropriate items a child has, the Headteacher is informed. The child would be encouraged to give the item to the Headteacher or parents/carers would be called.

Consequences/Sanctions would be agreed on a case by case basis, depending on the item brought into school.

8.7 Off-site misbehaviour

Consequences/Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

8.8 Online misbehaviour

The school can issue behaviour consequences/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

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

8.9 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, taking account of age, level of understanding and what took place.

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

8.10 Malicious allegations

If a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant), will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to pupil'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 pupil protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

9. Serious sanctions

9.1 Removal from classrooms and internal exclusion

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time (Beyond use of buddy class). Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal, beyond use of buddy class, is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a senior leader or a member of the Pastoral Team.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Removal beyond 30 minutes would usually be viewed as an **Internal Exclusion** and recorded as this on CPOMs. Parents/Carers would be informed on the same day.

Pupils should 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 pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. Teachers and support staff welcome the child back into class. Senior Leaders dealing with the incident feedback to staff and agree next steps.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class. This is likely to be agreed as part of an individual behaviour plan.

9.2 Suspension and permanent exclusion

Suspension

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.

Section 51A of the Education Act 2002 and regulations made under that section state that the headteacher has the legal power to suspend a pupil on disciplinary grounds.

At Beck, the use of suspensions is taken very seriously. Extreme and serious behaviours that could lead to suspensions include:

- Verbal or physical assault on pupils or adults
- Repeated bullying or racial incidences
- Persistent disruptive behaviours
- Criminal damage Suspensions can be Internal or external

Lunchtime Suspension

Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period.

Permanent Exclusion

The decision to permanently exclude a pupil would only be taken as a last resort:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, including where it is proved that a pupil has made a malicious allegation against a member of school staff.

Our Suspension/Permanent Exclusion process is in line with the DFE Suspension and Exclusion guidance which can be found here: [Suspension and permanent exclusion guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Our process is as follows:

1. Report / record of incident(s) leading to the suspension. If permanent exclusion is being considered a review meeting to take place with relevant senior staff.
2. Immediately notify parent(s), in writing, including the following information:
 - The reason for the suspension/exclusion.
 - The duration of the suspension: In the case of a permanent exclusion then clearly state that it is permanent.
 - That the parent(s) have the right to make representations about the suspension/exclusion to the school's Governing Board and that the pupil can be involved in this process.
 - There is a legal duty for the parent(s) to ensure that the pupil is not present in a public place during normal school hours for the first five days of an exclusion (alternative educational provision is not included in this). Without reasonable justification this could lead to a fixed penalty notice or prosecution.
 - The nature of alternative provision for a suspension exceeding five days (start dates, times and location).
 - The reintegration strategy for the pupil's return to school following a suspension.
3. Provide and mark work for the pupil for days one to five of a suspension: suspensions exceeding five days require alternative provision from the sixth day. This could include school staff teaching the pupil at the pupil's home or public library or the pupil attending a different school for the duration of the exclusion.
4. Immediately notify the Trust of the suspension
5. Immediately notifying the Trust and Chair of the Local Governing Body of a suspension exceeding five days.
6. Immediately notify the Trust and the LA of a Permanent Exclusion. Inform a child's social worker if they have one.
7. Ensure parents understand the information: translating letters/using interpreters where appropriate.
8. Complete and send any other relevant referral forms e.g. Youth Offending Service or the paperwork requested by the LA to support 6th day provision.

10. Responding to inappropriate behaviour from pupils with SEND

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

When dealing with inappropriate behaviour 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. The school will use the graduated approach to support children with SEMH need or other special need impacting on behaviour.

We aim to anticipate and remove triggers of inappropriate behaviour. Strategies used will be outlined in individual and support plans.

Our approach may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Strategies such as 'first and then, use of time out, sand timers, visual prompts and simplifying instructions and language
- Intervention in groups or as an individual, including use of Zones of Regulation, ELSA and Theraplay for example.
- Use of separation spaces (sensory zones or calm corners) where pupils can regulate their emotions during a moment of sensory overload
- Where appropriate alternative provision (internal and external) may be used.

10.2 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

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the 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.

10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

10.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

11. 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.

Strategies we will use to support could include measures such as:

- Reintegration meetings
- Daily contact with the pastoral lead
- An individual behaviour plan with personalised behaviour goals

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Trauma Informed Principles
- Positive Regard
- Team Teach Training
- Recording and use of CPOMs
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

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, discrimination and bullying incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trust representatives and other stakeholders

The data will be analysed every half termly by the head, deputy and/or Pastoral Manager

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
- By behaviour type

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 headteacher and the pastoral team annually with any adaptations made to reflect practice. It will be reviewed more formally by the LGB at least every two years, or more frequently if significant change is required to address findings from the regular monitoring of the behaviour data (as per section 13.1).

14. Links with other policies

This behaviour policy is linked to the following policies/documents:

- Behaviour Curriculum and Behaviour on a page documents
- Child protection and safeguarding policy
- Attendance Policy
- SEND Policy

Appendix 1: written statement of behaviour principles

At Beck we ensure that:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- The link between behaviour and achievement is understood: All children achieve more when behaviour across school is good and the environment is calm and purposeful.
- Systems and routines are well planned and consistent across school
- Behaviour is taught through assemblies, classroom teaching, the PSHE curriculum and enrichment opportunities.
- Expectations are high of every child
- All Pupils are helped to take responsibility for their actions
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- The behaviour policy is understood by pupils and staff
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life
- The governing body, trust leaders and school leaders also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Local Governing Body annually.

Appendix 2: Our Approach to Bullying

How the school will prevent bullying	- We will ensure that all stakeholders understand what bullying is and the types of bullying that exist. This will be built into our PSHE curriculum and addressed within Assembly. - Children will have an understanding of the Protected Characteristics and British Values. - Children will have a full understanding of the school values and how these should guide our behaviour. - School will engage with key events such as Anti-bullying week. - We will be consistent in our response to bullying: bullying and perceived bullying is always taken seriously. - Bullying incidents will be dealt with in a timely and robust way and all incidents will be recorded on CPOMs. - Data will be analysed half termly and patterns and trend identified. - When bullying occurs a robust response is taken so children know that bullying is not tolerated. The aim is always for children to be safe, to feel safe and to be supported to demonstrate safe behaviours to others. <i>Bullying incidents are taken seriously at all times and school will always be aware that bullying can and does happen within school.</i>
How pupils, parents and staff can report incidents of bullying	Pupils: ✓ Telling teachers, teaching assistants, SLT members including the SENDCO or the pastoral team ✓ Through worry boxes within school. These are kept locked to ensure children feel confident to use them. Parents/carers: ✓ Contacting the class teacher in person or by phone ✓ Sending an email to the deputy headteacher, the pastoral manager, headteacher, SENDCO or the office on enquiries@beckprimary.co.uk email. ✓ Speaking to SLT members at the school gate ✓ Ringing school to speak to the Pastoral team or senior leader. Staff: ✓ Speaking to a member of SLT ✓ Recording on CPOMs and alerting SLT
How the school investigates allegations of bullying	✓ When incidents of bullying occur the pupil's voice is prioritised, with the identified member of the team speaking to them individually. What has happened is explored as well as the child's feelings. ✓ School leaders will then speak to all children involved or as witnesses to the bullying and any members of staff who may have information. This is done sensitively. ✓ Analysis of any prior records on CPOMs which could be linked to the allegation ✓ Investigation depends on the individual situations and will be adapted to ensure every child is safe and protected.
How the school will react to bullying that occurs off school premises or online	✓ This will be dealt with sensitively and in line with DFE guidance. The allegations will be investigated thoroughly and dealt with in line with the behaviour policy in terms of sanctions and support.
How the school records, analyses and monitors incidents of bullying	✓ All allegations or incidents are recorded on CPOMs ensuring all details linked to incidents (What/When/Where/Who). ✓ CPOMs is monitored regularly with half termly analysis taking place. When incidents of child on child abuse or unkindness are recorded staff/SLT look track back for previous incidents/patterns which could suggest a pattern of bullying behaviour.
Sanction procedures	✓ Sanctions will be in line with the schools tiered approach and are responsive to the severity and frequency of the incidents
How the school supports pupils who have been bullied, and those vulnerable to bullying	✓ Support is given through the Learning Mentor when appropriate: this may include 1 to 1 discussion time, use of interventions such as Mighty Minds or structured social times. ✓ For some children regular check ins are made by members of SLT and discussions with parents/carers regarding support.
How the school trains staff and governors in preventing and handling bullying	✓ Annual training linked to Safeguarding and behaviour updates ✓ Support through mentoring of Early Careers Teachers ✓ Regular reporting of behaviour incidents and data to the Local School Board and the Trust.