

BELLINGHAM

PARTNERSHIP OF SCHOOLS

Behaviour Policy

2026-27



Approved by:	Governing Body	Date:	September 2026
Last review date:	October 2025	Next review date:	September 2027
Policy applies to:	Bellingham Primary School	YES	Bellingham Middle School YES

1. 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 Partnership approach to maintaining high standards of behaviour that reflect the values of the Partnership of Schools
- 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.

1.2 Behaviour Guidelines

The guidelines that follow will ensure a consistent and fair approach to ensure a high standard of behaviour and discipline within the Bellingham Partnership of Schools. The guidelines set out the approach taken in both schools, which have a commonality of style, but made appropriate to the age of the children. It is expected that all staff, whatever their role, will support this.

The key to good behaviour is the modelling of expectations by all. The ethos of our Partnership, “The Bellingham Way”, expressed through our core values of kindness, respect, courage and excellence, is in place to inspire children, set clear expectations and offer the appropriate support to make those expectations attainable.

Excellent behaviour for learning is underpinned by consistent and well-managed classrooms, systems and procedures that make explicit what is expected. Teaching and learning that is challenging and motivating and relationships that are built on mutual respect create the environment where behaviour can flourish

We will teach, through the school curriculum, the values and attributes, as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

Our Behaviour Procedures for Bellingham Primary School are outlined in Appendix 1.

Our Behaviour Procedures for Bellingham Middle School are outlined in Appendix 2.

2. Legislation, statutory requirements and statutory guidance

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

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as, but not limited to:

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

Serious misbehaviour is defined as, but not limited to:

- Repeated breaches of the schools' expectations
- Any form of bullying
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking / vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - A mobile phone that has not been handed in at the start of the school day
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one 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:

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 • Homophobic/biphobic • Transphobic	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic.

• Disability-based	
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images which are computer generated images that otherwise appear to be a photograph or video) or inappropriate touching.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video or written content generated by artificial intelligence.

Both schools within the Partnership take a proactive approach to prevent all forms of bullying, including cyber-bullying, prejudice-based and discriminatory bullying. This approach includes:

- Regular assemblies focusing on key aspects of difference and how our school values shape our responses to other people.
- Workshops with visiting specialists
- A curriculum approach to consider bullying and the harm this can cause
- Our PSHE programme
- Our Spiritual, moral, social and cultural programme.

The Partnership regularly shares information with parents about eSafety, which is also taught to pupils in an age-appropriate way. In addition, the school monitors use of our IT systems and filters out inappropriate content.

Parents/carers and staff can report incidents of bullying directly to the school. Making contact with the Partnership Pastoral Lead, Mrs Fletcher, or with the appropriate class teacher in BPS.

The school will investigate allegations of bullying with the children involved, attempting to understand the situation before taking any appropriate action. The same approach is taken to incidents of bullying that take place outside of the school but that we are made aware of.

The school records incidents of bullying using our CPOMS system, and monitors this in half termly reports.

Potential sanctions for bullying are outlined within this policy, but will potentially access the full range of sanctions available to the school, up to and including permanent exclusion.

The school always attempts to support children who have been the targets of bullying, and this support is tailored to individual needs. This may involve contact with home and recommending referrals to outside agencies.

Staff and governors are trained at least annually in our approach to identifying and tackling bullying.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the Executive Headteacher
- Monitoring the policy's effectiveness
- Holding school leaders to account for its implementation.

5.2 The Executive Headteacher

The Executive Headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with 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.

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using deescalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly on CPOMS, or other directed system.
- Challenging pupils to meet the school's expectations.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The schools will endeavour to build positive relationships 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.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture in an age-appropriate way:

- 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 meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

We will teach, through the school curriculum, the values and attributes, as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

- Our Behaviour Procedures for Bellingham Primary School are outlined in Appendix 1.
- Our Behaviour Procedures for Bellingham Middle School are outlined in Appendix 2.

Pupils are expected to:

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

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

6.1 Mobile Phones

The school has a separate Mobile Phone Policy to enable us to ensure a Phone Free School.

- BPS: Children are not permitted to bring a mobile phone to school.
- BMS: Children must hand in their mobile phone, if brought, on arrival and collect at the end of the day.
Pupils may not have a mobile phone in school with them during the school day.

7. Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions. Restrictive interventions are used to prevent, restrict or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

7.1 Reasonable Force

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

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

- Never involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Never be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible.
- 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.

Please see our restrictive intervention policy for more information.

7.2 Seclusion

Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment and is not a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them, for example a classroom, or a defined area of the school where they can sit.
- The pupil will be supervised at all times, by at least one member of staff.

As soon as the immediate risk of harm reduced, the pupil will be allowed to leave.

7.3 Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents.

7.4 Searching and confiscation

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

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

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

Searching a pupil

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

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

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

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

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

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

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the Executive Headteacher, designated safeguarding lead (or deputy) or Pastoral Leader to try to determine why the pupil is refusing to comply.

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

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

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

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

'Outer clothing' includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

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

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

Support after a search

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

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

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#). The school will follow the advice given by the DfE's [latest guidance on searching, screening and confiscation](#).

7.5 Child on child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

7.6 Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform

- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether 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).

7.7 Online misbehaviour

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

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

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

7.8 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the Executive Headteacher or Deputy will make the report.

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

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

7.9 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

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

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

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

7.10 Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

Pupils can be issued with detentions during break or after school during term time. This will be carried out within the Behaviour Guidelines for each school (see appendices).

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary.

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 is a serious sanction and will only be used in response to serious misbehaviour. Staff will 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 member of staff and the time scale of removal will be in line with the incident and the age of the child.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The teacher responsible for the class at the time of removal will record all incidents of removal from the classroom on CPOMS, along with the details of the incident that led to the removal, and any protected characteristics of the pupil.

8.3 Suspension and permanent exclusion

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

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

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

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

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

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

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

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

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

Some approaches that are taken in our schools to proactively managing triggers of misbehaviour may include, but are not limited to:

- 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
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

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

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

The 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.

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

The school's special educational needs co-ordinator (SENDCO) 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.

9.4 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.

10. Monitoring arrangements

10.1 Monitoring and evaluating behaviour

The school will collect data on the following:

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

The data will be analysed every term by the Headteacher.

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

- At school level
- By age group
- By time of day/week/term
- By protected characteristic

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

10.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Governing Body.

The written statement of behaviour principles will be reviewed and approved by the Governing Body annually.

Appendix 1:

Behaviour Procedures at Bellingham Primary School



At Bellingham Primary School we have three very clear and powerful school rules. This language is used by everyone and helps everyone to understand how we behave at Bellingham Primary School:

Ready:

- Are you ready to listen?
- Are you ready to learn?
- Are you ready for assembly to start?

Respectful:

- Are we treating everyone with respect?
- Are we using kind words?
- Are we being polite and showing good manners?
- Are we including everyone?
- Are we thinking about others?

Safe:

- Are we thinking about how to be safe in the playground?
- Do we tell an adult if we are unhappy?
- Do we help our friends to stay safe too?
- Are we thinking about how we move around school?

Recognising “ready, respectful and safe” behaviour

All members of staff who will recognise and celebrate appropriate behaviour at all times around the school through informal praise.

Rewards may involve:

- Verbal praise and smiling at children
- Verbal or written praise to parents about their children
- Stickers and stamps

- Privileges
- Class wide rewards
- Class Dojo points
- Personality of the Week
- Visits to the Executive Headteacher's office, and other classes to show good work
- Hot chocolate with the Head or Deputy Head.

Reinforcing positive behaviours

Recognition boards

All classes will have a recognition board that can be used as a collaborative strategy to encourage positive behaviours. Recognition is for effort and not achievement. Teachers are to decide upon one or more age appropriate learning behaviour to focus on. The aim is for all children to have their name on the board by the end of an agreed time frame, eg a week. Children can support one another towards their goal sharing behaviours they have observed in others. Children will be praised in public and coached in private.

Positive framing

Staff will use positive framing to establish and maintain high expectations through positive reinforcement. In cases where children are not meeting expectations, corrective statements should be framed positively. For example, instead of "stop talking, turn around", staff will say "I'd like you looking this way and listening, thanks".

Celebration assembly

Every Friday we hold a whole school celebration assembly. Each teacher chooses one child from their class for personality of the week and work of the week. This is then awarded to the children in assembly. The celebration children have their photograph taken and this is displayed on Class Dojo and in the Partnership Newsletter.

Star of the day

Star of the day is used across the Early Years with children being selected by the class teacher for demonstrating ready, respectful and safe behaviours.

Class Dojo points

All children are on our online Class Dojo communication platform. Class teachers can award Class Dojo points to children for behaviour, effort, resilience etc. Points are awarded in line with the teacher's professional judgement and a level of consistency.

Class Dojo messages/phone call home

Class Dojo messages or telephone calls home can be made by class teachers or a senior leader. They communicate positive messages to the child's home. These messages and telephone calls are made when children have been consistently going above and beyond expectations.

Steps to support behaviour

Sometimes, children will behave inappropriately. We aim to help support children to make the right choices. When children display unsafe behaviour, there are several layers of consequences in place to encourage them to manage their behaviour in a positive way. We share behaviour concerns with each other and offer support and advice, reflecting and recognising patterns of behaviour quickly.

Staff will consistently use the following steps to make explicit the expectations of behaviour:

Step 1: First verbal reminder	A reminder of the rule not being followed (ready, respectful, safe). Repeat reminders if reasonable adjustments are necessary, for example, "I am expecting you to have kind hands".
Step 2: Second verbal reminder	A second reminder of the rule not being followed to give the child a final opportunity to engage. This step makes explicit the expectation followed by the consequence. For example, "I am expecting you to have kind hands. When children don't use kind hands they need to sit/play separately from others so everyone can be safe."
Step 3: Time to regulate <i>Implement the consequence that was highlighted in Step 2. For example, a sad face, name on whiteboard or name taken off the recognition board.</i>	Provide a short, time-bound opportunity for the child, this might be to calm down, breathe or look at the situation from a different perspective and compose themselves. For example, "I can see you are still finding it hard... how can I help?"
Step 4: Repair Inform senior leaders May need time in Reflection Space, out of class.	Provide an opportunity to discuss the behaviour using restorative questioning to support the child in self-reflection. Separate out the behaviour that the child uses from the child themselves.

In using this steps approach it will encourage the child to consider the impact of their actions on others, what can be done to put things right, and how they might do things differently in the future. These conversations are essential as restorative conversations are a key part of the learning process.

Restorative approach

We encourage everyone to take responsibility for their behaviours. Restorative approaches are built on values which separate the person from the behaviour, it promotes accountability and resolution.

Key questions which might be asked include:

EYFS and KS1	KS2
What's happened? Who has been harmed and in what way? What needs to happen next?	What do you think has happened? How did you feel? What were you thinking? How do you feel now? What are you thinking? Who has been affected? What needs to happen next?

Sanctions

Despite maintaining a positive response as a means to encouraging good behaviour, it may be necessary to use sanctions alongside restorative practice to reinforce the school's expectations and to ensure a safe and positive learning environment. Consistency is important but sanctions should be appropriate to each individual situation.

When dealing with all forms of inappropriate behaviour, staff should use the following:

Be calm

- Children should be dealt with calmly and firmly, referring to what the action is and why the action is being taken.

Logical consequences

- A logical consequence is a sanction that should fit the offence. It generally has two steps:
 - To stop the misbehaviour;
 - To provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.

Fresh start

- Although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start as is every lesson. It is imperative that any consequence is applied fairly and that the consequences are fully explained.

Sanctions should:

- Make it clear that unacceptable behaviour affects others.
- Constructively support the alteration of the behaviour and be regarded as a punitive measure.
- Support children in taking responsibility for their action by linking behaviour choices with the impact on themselves and others.
- Facilitate restorative practice encouraging reflection- remembering it is the behaviour that is unacceptable, never the child themselves.

- Review and re-visits behaviour expectations, providing clarity about specific rules that have been broken; the impact of this on others and how the incident might be handled the next time.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.
- Not apply to a whole group for the activities of individuals.

Whilst application of this policy must be consistent and fair, it is essential that each incident is considered in response to the individual needs of children, their history within the school and the specific context in which the behaviour occurred.

Sanctions may include, but are not limited to:

- Time out
- Time away from playtime activities
- Making up wasted time at playtime or lunchtime, under the supervision of the members of staff in question.
- Consistently poor behaviour at playtime or lunchtime may require a fixed period of removal from these activities.

Repeated incidents

If a child has two incidents in a week requiring reflection the class teacher must inform parents. This will be recorded on CPOMS.

If a child has three or more incidents in a week (or regular incidents) requiring reflection, a meeting with a member of SLT and parents will be arranged. This will be recorded on CPOMS.

Children who regularly receive more than three reflections in a week will begin a formal period of monitoring and have weekly monitoring meetings during lunchtime to discuss their behaviour.

Significant poor or unsafe behaviour

Extremely poor behaviour or unsafe behaviour must be reported to the Executive Headteacher or Deputy Headteacher immediately. Consequences may include:

- A phone call home to parents
- A formal letter sent home
- A fixed term suspension may be issued by the Executive Headteacher. Repeated suspensions may end in a permanent exclusion, and this would be an automatic expectation should a child be issued with 45 suspended days.
- A permanent exclusion may be issued by the Executive Headteacher (only).

Appendix 2:

Behaviour Procedures at Bellingham Middle School



At Bellingham Middle School we take our school values of kindness, respect, courage and excellence. We call this The Bellingham Way, and this language is used by everyone.

Kindness

- Kindness means treating other people the way you would like to be treated.
- We are friendly, helpful and caring. We show kindness when we smile at someone, when we help a friend who's stuck, or when we include someone in our games. We welcome others.
- We build strong friendships and work well in teams. We solve problems without hurting others. We choose to be fair and thoughtful, even when it's not easy.
- Kindness is powerful. It can change the world.

Courage

- Courage means being brave, even when something feels difficult.
- We try our best, even when we're nervous. We put our hand up even if we're not sure if we're right. We admit our mistakes, and try to fix them.
- We stand up for others.
- We are brave enough to try.

Respect

- Respect means treating others with kindness, fairness and understanding.
- We listen when someone else is speaking. We use polite words. We take care of school property and the environment. We take turns.
- We respect different ideas, beliefs and backgrounds.
- Respect builds trust.

Excellence

- Excellence means always trying your best.
- We try, even when the task is difficult. We take pride in our work and aim to do it well. We keep going when things don't go right the first time. We ask questions and look for ways to improve.

- We celebrate progress, not just results.
- Excellence is being the best version of me.

Recognising positive “Bellingham Way” behaviour

All members of staff who will recognise and celebrate appropriate behaviour at all times around the school through informal praise.

Rewards may involve:

- Verbal praise and smiling at children
- Verbal or written praise to parents about their children by email or in planners
- Stickers
- Privileges
- Class wide rewards
- House points
- Certificates
- Visits to the Executive Headteacher’s office, and other classes to show good work
- Hot chocolate with the Head or Deputy Head.

Reinforcing positive behaviours

Positive framing

Staff will use positive framing to establish and maintain high expectations through positive reinforcement. In cases where pupils are not meeting expectations, corrective statements should be framed positively. For example, instead of “stop talking, turn around”, staff will say “I’d like you looking this way and listening, thanks”. We will use consistent “scripts” for behaviours that are required across the school, for example “pens down, eyes this way”.

Rewards Assembly

Every Friday we hold a whole school Rewards Assembly which rewards effort and achievement in subjects and school values.

Pupil Leadership

Various leadership opportunities are available to the pupils to demonstrate their positive contribution to the school, and to demonstrate positive peer leadership of behaviour and values.

House points

Pupils will be awarded House Points through their planner.

Phone call home

Telephone calls home can be made by class teachers or a senior leader. They communicate positive messages to the child's home. These telephone calls are made when children have been consistently going above and beyond expectations.

Steps to support behaviour

Sometimes, pupils will behave inappropriately. We aim to help support pupils to make the right choices. When pupils display inappropriate behaviour there are several steps of consequences in place to encourage them to manage their behaviour in a positive way. We share behaviour concerns with each other and offer support and advice, reflecting and recognising patterns of behaviour quickly.

Staff will consistently use the following steps to make explicit the expectations of behaviour:

Step 1: First verbal reminder	A reminder of the rule not being followed (kindness, courage, respect, excellence). Repeat reminders if reasonable adjustments are necessary, for example, "I am expecting you to show respect to me and this lesson".
Step 2: Second verbal reminder	A second reminder of the rule not being followed to give the child a final opportunity to engage. This step makes explicit the expectation followed by the consequence. For example, "I am expecting you to show respect during this lesson. When a pupil doesn't show respect they will need to sit/play/spend time separately from others to have time to reflect."
Step 3: Time to regulate <i>Implement the consequence that was highlighted in Step 2.</i>	Provide a short, time-bound opportunity for the pupil, this might be to calm down, breathe or look at the situation from a different perspective and compose themselves. For example, "I can see you are still finding it hard... how can I help?"
Step 4: Repair Inform senior leaders / Pastoral Leader May need time in Reflection Space, out of class before returning.	Provide an opportunity to discuss the behaviour using restorative questioning to support the child in self-reflection. Separate out the behaviour that the child uses from the child themselves.

Using this stepped approach will encourage the pupil to consider the impact of their actions on others, what can be done to put things right, and how they might do things differently in the future. These conversations are essential as restorative conversations are a key part of the learning process.

Restorative approach

We encourage everyone to take responsibility for their behaviours. Restorative approaches are built on values which separate the person from the behaviour, it promotes accountability and resolution.

Key questions which might be asked include:

- What do you think has happened?
- How did you feel?
- What were you thinking?
- How do you feel now?
- What are you thinking?
- Who has been affected?
- What needs to happen next?

Sanctions

Despite maintaining a positive response as a means to encouraging good behaviour, it may be necessary to use sanctions alongside restorative practice to reinforce the school's expectations and to ensure a safe and positive learning environment. Consistency is important but sanctions should be appropriate to each individual situation.

When dealing with all forms of inappropriate behaviour, staff should use the following:

Be calm

- Pupils should be dealt with calmly and firmly, referring to what the action is and why the action is being taken.

Logical consequences

- A logical consequence is a sanction that should fit the offence. It generally has two steps:
 - To stop the misbehaviour;
 - To provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.

Fresh start

- Although persistent or serious misbehaviour needs recording, every pupil must feel that every day is a fresh start as is every lesson. It is imperative that any consequence is applied fairly and that the consequences are fully explained.

Sanctions should:

Make it clear that unacceptable behaviour affects others.

- Constructively support the alteration of the behaviour and be regarded as a punitive measure.
- Support children in taking responsibility for their action by linking behaviour choices with the impact on themselves and others.
- Facilitate restorative practice encouraging reflection- remembering it is the behaviour that is unacceptable, never the child themselves.
- Review and re-visits behaviour expectations, providing clarity about specific rules that have been broken; the impact of this on others and how the incident might be handled the next time.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.
- Not apply to a whole group for the activities of individuals.

Whilst application of this policy must be consistent and fair, it is essential that each incident is considered in response to the individual needs of pupils, their history within the school and the specific context in which the behaviour occurred.

Sanctions may include, but are not limited to:

- A verbal warning
- A staff comment in the Pupil Planner
- A “Call Back”, where a pupil will lost some of their free time to discuss the incident, complete work, or complete a task.
- Time away from free time (ie break or lunchtime)
- Consistently poor behaviour at break or lunchtime may require a fixed period of removal from these activities.

Repeated incidents

If a pupil receives more than three Call Backs within a term they will be issued with an after-school detention. Where this cannot be reasonably accommodated due to transport, an arrangement may be made at the Executive Headteacher’s discretion to allow the equivalent time to be removed at consecutive lunchtimes.

If a child has more than four Call Backs within a term, a meeting with parents will be arranged with the most appropriate member of staff. This will be recorded on CPOMS.

Children who regularly receive multiple Call Backs will begin a formal period of monitoring and have weekly monitoring meetings during lunchtime to discuss their behaviour.

Significant poor or unsafe behaviour

Extremely poor behaviour or unsafe behaviour must be reported to the Executive Headteacher or Deputy Headteacher immediately. Consequences may include:

- A phone call home to parents
- A formal letter sent home

- A fixed term suspension may be issued by the Executive Headteacher. Repeated suspensions may end in a permanent exclusion, and this would be an automatic expectation should a child be issued with 45 suspended days.
- A permanent exclusion may be issued by the Executive Headteacher (only).