



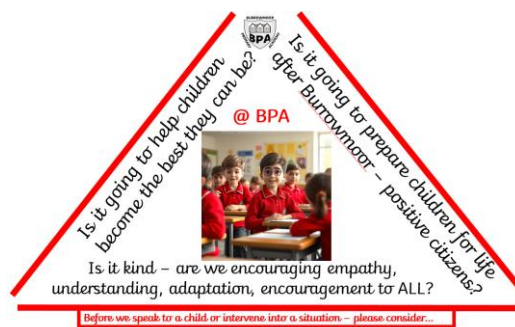
Burrowmoor Primary Academy

Behaviour Policy

April 2026.



To be ratified by Governors in October 2025

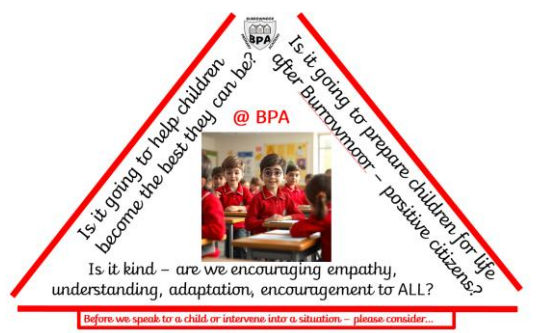


Ethos

We want all pupils and staff to work in a safe and happy environment, which encourages everyone to be the best they can be and enables pupils to make progress in all aspects of their learning.

**Expectations are the same for all children.
Strategies may differ, but acceptable behaviour does not.**

We have high expectations of everyone in the school community with regard to learning and behaviour and expect everyone to be polite, kind and hardworking.



We encourage the development of self-regulation as a way of supporting children to make the right choices. We also promote a positive focus on improving young people's engagement, motivation and well-being. We teach behaviour to children through our Behaviour Curriculum, both in assemblies and in class PSHE lessons.

Our approach has an emphasis on **consistency**, on the teaching of internal discipline, (eg what to do when you are upset, what to do when you feel angry etc) rather than imposing external discipline and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and when a crisis does occur, it adopts techniques to reduce the risk of harm. (See sections below for techniques)

With a little support, most pupils will be able to maintain appropriate and positive behaviour. Please refer to the Ordinarily Available Provision listing of classroom expectations and the PSHE and Behaviour Curriculum, launched in April 2026.

Strategies for promoting positive behaviour

All learners, parents, staff and visitors who come in to School have responsibility for promoting positive behaviour by demonstrating clear values and principles through:

Whole-School

**Expectations are the same for all children.
Strategies may differ, but acceptable behaviour does not.**

- All staff understand and demonstrate the school ethos. (See above)
- **Relationships are understood by all to be the key to positive behaviours being shown.**
- Positive behaviour, wherever it is observed, is noted and celebrated.
- Parents/carers contribute to the School's positive behaviour ethos.
- All staff and teachers will work in line with guidance from the Ordinarily available provision listing of classroom expectations.
- All staff, teachers and children will follow the Behaviour Curriculum, launched in April 2026.



- School assemblies are used to promote and develop social and emotional skills in line with the PSHE and Behaviour Curriculum.
- Achievements are rewarded to promote self-esteem through **sincere specific praise**, achievement assemblies, certificates, dojo points, diamond awards, the house system etc.
- Children are supported by adults to resolve their own minor disputes through a restorative approach.
- The School council is recognised and valued as the student voice.
- **Truly Trusted children will be recognised for their positive role model behaviours**
- Good attendance and punctuality is promoted and rewarded.
- Role modelling – using words and actions that mirror the responses we are trying to encourage in children
- Whole School staff training termly to revisit and refresh how to create a working behaviour policy.

Classroom Level

- **Relationships are understood by all to be the key to positive behaviours being shown.**
- **Every child is welcomed in to the class at the beginning of the day with a smile and greeting, and throughout the day when possible.**
- All staff and teachers will work in line with guidance from the Ordinarily available provision listing of classroom expectations.
- All staff, teachers and children will follow the Behaviour Curriculum, launched in April 2026.
- The use of a quiet voice, positive body language and a calm manner. No shouting to be used by teachers, teaching assistants or support staff as a way of managing behaviour.
- Discussion and reflection - recognising that everyone needs to have their say and be listened to.
- Classes will have a traffic light system which will be used as a celebration and warning. If behaviour is positive children will be asked to move their name to the green and happy face. If behaviour is not positive, a child will be warned, if they continue to not behave they will be reminded and move onto the sad face or red. Children will have the chance to move back to the amber or calm face. All children will start on the ready to learn face, they can move to green and diamond for exceptional behaviour, the orange and red is to warn children and encourage self-regulation when their behaviour becomes not pro social.

Individual child level

- All staff and teachers will work in line with guidance from the Ordinarily available provision listing of classroom expectations.
- All staff, teachers and children will follow the Behaviour Curriculum, launched in April 2026.
- Children are encouraged to take responsibility and engage peers in showing positive behaviours in line with the Behaviour curriculum.
- Headteacher / teacher stickers and certificates, class Diamond Awards
- Marking and feedback policy.
- For children who are at risk of suspension, outside agency support will be requested (e.g. EWO, Ed Psych) and a Behaviour passport (BP) will be written, shared with Parents, the child and those who work with them.

Positive behaviour



At Burrowmoor Primary Academy, we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour. Whilst positive experiences create positive feelings and positive feelings create positive behaviour.

Adults respond directly to the explicit positive behaviour shown. DOJO points are given to reward collaborative work, both in and out of the classroom, and for demonstrating positive behaviour.

Some examples are: picking up litter, holding a door open, putting their hand up, helping others, listening to others in a group, showing readiness, responding to requests, being a pro-active citizen.

The agreed script for this is:

“Thank you (name) for (positive behaviour) and why”.

e.g. “Thank you Fred for holding the door open to help me. You may have a team point.”

“Thank you Fred for helping Olive zip up their coat. It helped her. You may have a team point.”

“Thank you Fred for including Olive in your game, it made her feel happy. You may have a team point.”

“Thank you Fred for working well with your group, you listened and took turn. You may have a team point.”

As well as team points, adults should use our class DOJO and DIAMOND AWARDS to reward positive behaviours, both in and out of the classroom.

Our ‘Award Certificates’ which are given out weekly will celebrate positive behaviour linked to our Values.

Consideration of Severe Consequences for Pupils With Additional Needs

The school recognises that some pupils have specific social, emotional, or neurodevelopmental needs—such as social communication differences, difficulties with emotional regulation, or diagnosed conditions including (but not limited to) Autism Spectrum Disorder (ASD) or Attention Deficit Hyperactivity Disorder (ADHD). For these pupils, certain behaviours may be a form of communication or may arise from an inability to self-regulate rather than deliberate misconduct.

In line with the SEND Code of Practice and statutory guidance on behaviour and discipline, the school acknowledges that some of the more severe consequences—such as suspensions, internal exclusions, or reduced timetables—may not always be appropriate or effective for pupils whose behaviours are directly linked to their additional needs.

Where a pupil’s behaviour is understood to be connected to an underlying need, the school will:

- Consider the child’s individual circumstances before deciding on any consequence.
- Explore reasonable adjustments, supportive strategies, and interventions that prioritise the child’s wellbeing and access to education.
- Work in partnership with parents, carers, and relevant professionals to ensure responses are proportionate, fair, and supportive of the child’s development.

Severe consequences will only be used when absolutely necessary and after all reasonable adjustments and supportive measures have been considered.

The challenges that this group of children have means that this needs to be constantly reviewed and updated. (Behaviour Passports and Risk Management Plans)

See Annex 2.

Graduated approach to behaviour management at Burrowmoor.

Behaviour expectations will be explained to the children at the beginning of each term and regularly referred to during the year at every opportunity – by praising those who make the right choices. Behaviours will also now be taught as part of our Behaviour Curriculum, launched February 2026

Behaviours	Managed by	Managed where	How?
Challenging Tier 1	Teacher or Support staff	Where incident happened, using the visual reminder charts	Move name down, quick reminder and conversation in class – then back up.
Difficult Continuous repetition of challenging behaviours Tier 2	Teacher	Child to walk to the Office then to classroom	Complete Exit form in class (to be kept by Class Teacher)
Difficult and Challenging behaviours Tier 3	SLT then HT	Child to walk to the Office walk then to members of SLT	Complete Exit form with SLT (to be sent back to Class Teacher)
Dangerous Tier 4	HT	HT office	Discuss and complete exit form with HT

Behaviour that has passed, must not be discussed in front of children or the class. If behaviour of this sort has been dealt with or is in the process of being dealt with STAFF are not to discuss in front of ANY Children. If the discussion needs to occur then the adults need to remove themselves from the situation. If a staff member does not feel empowered or able to handle the situation then they need to hand the management over to another member of staff – away from the child or class.

Challenging behaviour

Where necessary, behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil. When a child is not demonstrating positive behaviour, staff will:

- **Time for reflection should be provided to the child**
- Praise positive behaviour from other learners. Ignore the child and give their attention and praise to those who are demonstrating positive behaviour. **Thank you for making the right choices. Is that the right choice? Make the right choice now.**
- Acknowledge whether an individual has their own risk reduction plan.
- Give a non-verbal warning (e.g. changing position in the classroom to be nearer the child to regain their attention).
- Give a positive reminder of the class expectations which need to be adhered to.
- **Disempower the behaviour – do not ramp it up.**
- If behaviour becomes dangerous (see below), a member of SLT out of class should be called. VIA Internal phone system or Paddle system

Examples of challenging behaviours are detailed below along with consequences and responses:-

Tier	Behaviour	Consequence	Response
1	Rude noises Wandering around the classroom Not sitting smartly (lounging on desks, sprawling in book corners etc) Calling or shouting out Running in the School building Wasting learning time Swinging on chairs Jostling/pushing in line Invading others personal space Dropping litter Misuse of School equipment Teasing	Verbal warning Name on the sad face or red face. Warning not heeded- move to red. If behaviour improves move back to amber.	Move to sad face – move back up as soon as possible. Try to make the right choice please.

Difficult behaviour

At Burrowmoor Primary Academy, adults have the responsibility to use consequences which have a relation to the behaviour and as a result, help the young person to learn and develop positive coping strategies. If difficult behaviour persists, staff will use their professional judgement on informing parents/carers and SLT. Adults' responses to difficult behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- Positive phrasing, e.g.
 - *Fred, stand next to me.*
 - *Fred, put the pen on the table.*
 - *Fred, walk in the corridor.*
 - ***Fred, walk with me to the library.***
- Limited choice, e.g.
 - ***Fred, put the pen on the table or in the box. REPEAT***
 - *Fred, are you going to sit on your own or with the group?*
 - *Fred, talk to me here or in the courtyard.*
- Disempowering the behaviour, e.g.
 - *Fred, you can listen from there.*
 - *Fred, come and find me when you come back.*
 - *Fred, we will carry on when you are ready.*
- Use of a de-escalation script, e.g.
 - Use the person's name, ("*Fred*")
 - **Acknowledge their right to their feelings: "*I can see something is wrong*".**
 - Tell the why you are there: "*I am here to help*".
 - Offer help: "*Talk to me and I will listen.*"
 - Offer a 'get out' with positive phrasing: "*Come with me and...*"

Behaviours that come under this definition are detailed below along with consequences and responses:

Tier	Behaviour	Consequence	Response
2	1.Continuation or constant repetition of any of the behaviours in level 1 2.Isolated incidents such as – <u>Swearing</u> in conversation Throwing objects Being unkind/making fun of others (ability, appearance, family etc) Pushing/shoving / over boisterous play Taunting Misuse of toilets/cloakrooms Telling lies/not being honest Non-compliance/not getting on with tasks or not completing tasks Causing danger Significant disruption to learning Bringing mobile phones, electronic devices into School without permission (should be kept safe by an adult if arranged in advance) Persistent lateness	Sent to the office to complete an Exit sheet – walk to office, return to class to complete the sheet and return to work once member of staff reviewed. These will be kept in class. If the behaviour results in a safeguarding concern to the child or to another <u>child</u> then a safeguarding report should be made on My concern	Move back as soon as behaviour addressed KS1 have restorative conversation and then return them to desk. KS2 – conversations that take longer than 5 minutes will result in a lunch time to be used to catch up on the work they have missed. If the work is not <u>complete</u> then this will be sent home with them. Note DOJO for parents
3	Continuation or constant repetition of any of the behaviours in Level 1 OR Serious isolated or repeated level 2 incident Refusing to listen to adult instructions Intentionally walking away from an adult Intentionally damaging School property or property that belongs to another child Swearing directly at another person Stealing Writing graffiti on walls, books etc Violence (lashing out, kicking, biting etc) Direct name calling relating to race, religion, gender, sexuality, appearance etc Active refusal to follow instructions or carry out tasks Bullying/controlling and coercive behaviours Leaving the classroom without permission Answering back/arguing with an adult Inappropriate sexualised behaviour (touching/showing private body parts, sexualised language) Inappropriate use of media/ICT/internet	Sent to the office to complete an Exit sheet – walk to office, return to SLT – KS2 LS, and KS1 CT to complete the sheet and return to work once member of staff reviewed and had a restorative conversation. If this is repeated for a third time in the <u>day</u> then to HT. These sheets will be kept in class. If the behaviour results in a safeguarding concern to the child or to another <u>child</u> then a safeguarding report should be made on My concern Fixed Term Suspension may be a necessary sanction so this must be discussed with HT.	After each session with SLT, parents will be contacted. Plans will be put in place to help the children reduce these behaviours. End of term treat may be withdrawn Note DOJO for parents by AHT

Dangerous behaviours

Level 4

Adults should remove children and themselves from immediate danger. Support should be called for and the child with the behaviour issue should be observed from a safe distance. It may be necessary to call for support from another class.

By standing in doorways or choosing a good vantage point this should be possible. A serious incident form will be written. Children displaying these behaviour patterns will be managing themselves outside this behaviour policy and staff and parents would need to consult the policy for children at risk of suspension. Parents and carers will be involved in discussions about behaviours and each case will be discussed independently and confidentially.

Investigations into Health and Safety requirements may be appropriate at this stage. **Children should only be restrained if the child is in significant danger.**

Tier	Behaviour	Consequence	Response
4	<p>Excludable offences in line with suspension guidance</p> <p>Continuation or constant repetition of any of the behaviours in tier one where learning of others is consistently compromised and actions have failed to improve the situation over time – clear written record</p> <p>Extreme violence / physical assault (fighting, intentional harm to others etc) Prolonged bullying, threatening, controlling and coercive behaviours Inappropriate intentional sexualised behaviour (touching another child, asking to see their private body parts, initiating sexual acts etc) Intentional racism Continuous refusal to do as reasonably asked by adults- compromising learning and good order</p>	<p>With a staff escort, sent to the office to collect an Exit sheet – walk to office, return to HT to complete the sheet.</p> <p>Dependent on the behaviour HT to decide on Internal suspension with them, or SLT or External suspension.</p> <p>Restorative conversations to be had once child is calm.</p> <p>Discuss with SENCo (Risk Reduction Plan, PSP, etc)</p> <p>Referral to outside agency for support Remember- Any racist/LGBT incident must be referred to SLT; Office Manager has to complete Incident Report Forms and reported to CCC PRIDE portal.</p> <p>Fixed Term or Permanent suspensions</p>	<p>HT to meet with parents of victim and perpetrator following serious incident/ suspension.</p> <p>Parent meeting must be minuted and parents must get a copy. a risk reduction / safety plans need to be implemented to be proactive in avoiding</p> <p>Reintegration meetings to be held and minuted.</p>

Pupils whose behaviour may place themselves and others at risk of harm must have individual risk reduction plans. These are overseen by the Headteacher, who will ensure that they are reviewed and updated in order to reflect changes and progress. Learners who may need a risk reduction plan are those who needs are exceptional and the usual everyday strategies are insufficient.

This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all.



Staff need to be aware that dangerous behaviours may quickly escalate by the use of their own body language towards the child.

Staff should:

- Stand outside of an outstretched arm or at a good distance.
- Stand to the side of the child.
- Limit the verbal interactions.
- Show relaxed hands, e.g. no pointing or hand gestures.
- Be at a level alongside the child.
- Follow an agreed script.

A plan will:

- Take into consideration the times, places, lessons and staff that give the learner greater anxiety, triggers that could lead to dangerous behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner to show positive behaviours at School.
Behaviour passports
- Give clear de-escalation strategies and script that all adult can follow when speaking to the learner to lessen difficult and dangerous behaviours.

Once a dangerous behaviour has occurred, the Headteacher needs to be made aware immediately and a Behaviour Passport should be put in place following this incident. This needs to be documented. (See Annex 3 as an example)

DfE's April 2026 guidance Restrictive interventions, including the use of reasonable force – April 2026

1. Purpose of Restrictive Interventions

Restrictive interventions, which include reasonable force and seclusion, are used solely to prevent harm, maintain safety, and uphold a secure learning environment. According to the Department for Education (DfE), there are situations where restrictive interventions are both *lawful and necessary*—for example, to keep individuals and the wider school community safe. The guidance emphasises minimising their use through prevention, early support, and de-escalation strategies.

2. Definitions

Reasonable Force

The DfE defines *reasonable force* as the minimum physical force necessary and proportionate to the situation, used only to prevent harm or serious disruption, and never as a form of punishment. Staff may use reasonable force to prevent a pupil from:

- Causing injury to themselves or others
- Causing serious damage to property
- Seriously compromising good order or discipline

Restrictive Practices / Restrictive Interventions

Restrictive practices refer to any intervention that limits a pupil's movement, liberty, or freedom to act. Under the new guidance, this includes:

- Reasonable force
- Physical restraint, including both force-based and non-force restraint (e.g., removal of a walking aid)
- Seclusion

These interventions must only be used when necessary, proportionate, and as a last resort.

Seclusion

Seclusion is defined as confining a pupil alone in a room or physical space from which they are prevented from leaving. The April 2026 guidance provides clearer national expectations around its safe and lawful use. From April 2026, schools have a legal duty to record and report all instances of seclusion to parents.

3. When Reasonable Force Can Be Used

Staff may use reasonable force only when:

1. It is necessary to prevent harm—such as injury to a pupil, staff member or others.
2. It is proportionate, using the least amount of force required to achieve immediate safety.
3. De-escalation has been attempted or is clearly not possible due to the immediacy of the risk.
4. There is no intent to punish, humiliate or cause pain.

The updated April 2026 guidance reinforces that force should be a last resort, emphasising early intervention, prevention and relationship-based approaches wherever possible.

4. Recording and Reporting Requirements

From April 2026, schools must comply with new statutory duties to record and report every significant incident of:

- Reasonable force
- Restraint (including non-force restraint)
- Seclusion

Reports to parents must include key details such as: time, date, location, duration, reasons for intervention, type and degree of force used, any injuries, and follow-up actions.



These requirements aim to ensure transparency, accountability, and continuous learning to reduce future risk.

5. Commitment to Minimising the Use of Restrictive Interventions

In line with national expectations, the school is committed to:

- Prioritising de-escalation and early help
- Understanding individual pupils' needs, including those with SEND
- Ensuring clear staff training and confidence in safe and lawful practice
- Keeping restrictive interventions rare, justified, and proportionate
- Maintaining accurate records and providing timely communication with parents

Fixed period Suspension and Permanent Suspension

Dangerous incidents may result in a fixed term Suspension or permanent Suspension. These decisions are not made lightly and are informed by Local Authority guidance including the Suspension and Permanent Suspension from Maintained schools, academies and pupil referral units in England including pupil movement – Guidance for maintained schools, academies and other referral units in England September 2022 and Behaviour in Schools – Advice for Headteachers and School staff – September.

Parents are informed immediately of the decision and reasons for the Suspension. This will initially be done on the phone and then in writing. The Exclusions help line, the CEO and the Chair of Governors are all informed in writing. If the child is on the SEND register then Fenland SEND team area also informed. When a child reaches 15 days of suspensions in a year – the CEO must be informed.

Permanent Suspensions and fixed term Suspensions can only be decided by the Headteacher. In the event of her not being available, this policy provides written permission for the Executive Deputy Headteacher to act on her behalf and permission is given for her to exclude or seclude

At all junctures of this process the child's view must be sought. The adult must repeat back to the child their views, opinions and thoughts to ensure they are understood correctly. Permanent Suspensions require involvement of the Local Governing body. Permanent Suspensions and fixed period Suspensions need to be shared with the Local Authority. Parents will not be pressured into taking children home for cooling off. This is not acceptable.

In August 2024 the DfE released updated Behaviour and Suspension guidance.

<https://www.gov.uk/government/publications/school-exclusion>

The policy states that '**When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension**'

For any suspension/ Suspension queries please contact your Link Specialist Teacher in the first instance.

Our school has a Link Specialist Teacher – School can provide information on their contact details.

There is also a Suspension hotline available between 2pm and 4pm – please contact the school for information.

For all other Access and Inclusion queries please email the head teacher will provide you with contact details as appropriate.

Reintegration after Suspension

Reflect, repair and restore (after an incident)

Once the child is calm, relaxed and reflective the experience can be revisited with an appropriate, trusted adult (based on anxiety mapping). The adult will revisit the experience by retelling and exploring the incident with a changed set of feelings. The adult may ask the child questions to:

- Explore what happened (tell the story).
- Explore what people were thinking and feeling at the time.
- Explore who has been affected and how (people outside of the incident, including teachers and parents).
- Explore how we can repair relationships. (Bring two parties together)
- Summarise what we have learnt so we are able to respond differently next time.

A reintegration meeting is held with the parents and child on their return to School as per the letter sent to parents. This is recorded and forwarded to the CEO.

Schools should support pupils to reintegrate successfully into school life and full-time education following a suspension or period of off-site direction. During a reintegration meeting, the school should communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success.

Pupils will be offered a fresh start; Build engagement with learning.
Help them understand the impact of their behaviour on themselves and others;
Teach them to how meet the high expectations of behaviour in line with the school culture;
Foster a renewed sense of belonging within the school community;
Communication with parents to support the child in their journey through school in a more positive way.

Responsibilities of and Reporting to Local Governing body

Termly all Suspensions and Suspensions need to be reported, discussed and all patterns reviewed by the Local Governing body. The demographics and needs of all children must be reviewed. This will be an agenda item on the LGB termly meetings.

Responsibility of School when a child is suspended or excluded

On Suspension the child has to be provided with work to be completed at home. Teachers need to provide this on the next day at the latest.

On permanent Suspension, the school is responsible for providing work for the child for the first five days. From day 6 the responsibility moves to the Local Authority.

Behaviour of children outside of school premises

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that poses a threat to another pupil; or

that could adversely affect the reputation of the school

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3	Continuation or constant repetition of any of the behaviours in Level 1 OR Serious isolated or repeated level 2 incident Refusing to listen to adult instructions Intentionally walking away from an adult Intentionally damaging School property or property that belongs to another child Swearing directly at another person Stealing Writing graffiti on walls, books etc Violence (lashing out, kicking, biting etc) Direct name calling relating to race, religion, gender, sexuality, appearance etc Active refusal to follow instructions or carry out tasks Bullying/controlling and coercive behaviours Leaving the classroom without permission Answering back/arguing with an adult Inappropriate sexualised behaviour (touching/showing private body parts, sexualised language) Inappropriate use of media/ICT/internet	Sent to the office to complete an Exit sheet – walk to office, return to class to complete the sheet and return to work once member of staff reviewed. These will be kept in class. If the behaviour results in a safeguarding concern to the child or to another child then a safeguarding report should be made on My concern	Move back as soon as behaviour addressed KS1 have restorative conversation and then return them to desk. KS2 – conversations that take longer than 5 minutes will result in a lunch time to be used to catch up on the work they have missed. If the work is not complete then this will be sent home with them. Note DOJO for parents



4	<p>Excludable offences in line with suspension guidance</p> <p>Continuation or constant repetition of any of the behaviours in tier one where learning of others is consistently compromised and actions have failed to improve the situation over time – clear written record</p> <p>Extreme violence / physical assault (fighting, intentional harm to others etc) Prolonged bullying, threatening, controlling and coercive behaviours Inappropriate intentional sexualised behaviour (touching another child, asking to see their private body parts, initiating sexual acts etc) Intentional racism Continuous refusal to do as reasonably asked by adults- compromising learning and good order</p>	<p>With a staff escort, sent to the office to collect an Exit sheet – walk to office, return to HT to complete the sheet.</p> <p>Dependent on the behaviour HT to decide on Internal suspension with them, or SLT or External suspension.</p> <p>Restorative conversations to be had once child is calm.</p> <p>Discuss with SENCo (Risk Reduction Plan, PSP, etc)</p> <p>Referral to outside agency for support Remember- Any racist/LGBT incident must be referred to SLT; Office Manager has to complete Incident Report Forms and reported to CCC PRIDE portal.</p> <p>Fixed Term or Permanent suspensions</p>	<p>HT to meet with parents of victim and perpetrator following serious incident/ suspension.</p> <p>Parent meeting must be minuted and parents must get a copy. a risk reduction / safety plans need to be implemented to be proactive in avoiding</p> <p>Reintegration meetings to be held and minuted.</p>
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Behaviour Policy Annex 2

What are the Possible Causes of Challenging Behaviour in Children?

Knowing what causes challenging behaviour in children is crucial for dealing with it appropriately. Some potential causes include:

- **Health:** does the child have an underlying medical problem that explains their behaviour? If a child is experiencing pain or discomfort then they may be acting out to express this, particularly if they have a problem communicating it.
- **Behavioural difficulties:** conditions like ADHD, autism, and other learning difficulties may make the child unable to handle and express their feelings effectively. Furthermore, if other children leave them out due to these difficulties, it's likely to make their feelings and behaviour worse.
- **Change:** it's worth asking yourself whether the child has been through any big changes recently and whether this is causing them to display challenging behaviour. For example, if they've moved school, their parents have separated, or someone close to them has passed away.
- **Learned behaviour:** the child may have learnt that acting out is how they get what they want, or may have been in an environment where everyone acted in the same way.
- **Home environment:** if the child has a poor home environment, such as frequent arguing, then they may feel like shouting and hostility is the norm. Additionally, if there are parental issues, such as domestic violence, mental health problems, and substance misuse, the child may adopt challenging behaviour as an outlet.
- **Boredom:** challenging behaviour may arise if the student feels bored in class and with their work. Moreover, an unrecognised talent may also result in the behaviour, as students struggle to stay on track with something they already know how to do.
- **Lack of routine:** a lack of routine, often in the their home environment, can also create challenging behaviour. For example, late bedtimes and not enough sleep, insufficient support, and no behavioural boundaries.

1. Turn Negatives into Positives

Information and commands sink in better when we're told what we should do, rather than what we shouldn't. For example, we react much better to statements like "Thomas, please talk quietly" than "Stop shouting Thomas." Framing your instruction positively, as opposed to negatively, will have much better results.

Furthermore, when a child behaves in a typically 'negative' way, identify their reasons for acting that way instead of just punishing them. Then, discuss alternative ways that they can achieve their desired outcome. For example, if they misbehaved because they wanted attention, establish a turn-taking system where they get plenty of opportunities to speak. Children will soon learn new behaviours when it helps them get what they want without punishment

2. Teach Positive Behaviour

Rather than trying to completely remove unwanted behaviour, you should **focus instead on facilitating the behaviour you want**. Identify what counts as good behaviour and how you want your class to behave. Then, work on ways to communicate it.

Have a class discussion about positive behaviour and base an activity on it, such as creating reminder posters for the classroom. In doing this, you're getting students involved in a stimulating activity rather than directly telling them what to do, which will have better results.

3. Model the Behaviour You Expect

Be a positive role model and behave in the same way you expect your students to. For example, if you ask your students to always be on time, make sure you demonstrate good time management. Similarly, if you ask students to be organised, ensure your organisation matches it.

4. Communicate Well

Always ensure that you **communicate clearly and consistently**. The way you phrase your comments can have a big impact on the way children perceive them. For example, you can try to:

Preface your requests with 'thank you'.

Be specific.

5. Recognise Good Behaviour and Achievements

Most children misbehave from time to time - that's just a fact of childhood. However, they also learn new things and make magnificent progress every day, and that's an achievement in itself. **When a child behaves well or completes a good piece of work, make it known.** Tell them well done and show the rest of the class how proud you are. In doing so, other children are more likely to behave positively to get a similar reaction.

6. Proactively Develop Relationships

Take the time to get to know each of your students and build relationships with them. Talk about common interests, open a casual conversation, and always ask them how they are. You could even ask them for advice and recommendations on something, such as "I want to read a new book. Has anyone read any good ones recently?"

7. Have a Quiet Area

Establish a time out/**quiet area in the classroom** that students can go to when they're displaying challenging behaviour. However, rather than making this an area for punishment, **make it an area for reflection and calming down.** Ask students to bring an item for the area, like a teddy or a picture of their pet, that they can use to bring enjoyment when they're struggling to manage their behaviour.

8. Keep Class Disruptions Minimal

When you do have to call a student out on their behaviour, ensure you do it in a way that minimises class disruption. Shouting at a student in front of them will likely make them feel embarrassed about their behaviour. As a result, they'll likely feel annoyed at you and won't want to listen to what you say next. Instead, use a simple glance or a directed question to let them know that you've recognised their behaviour and there'll be further consequences if they continue.

9. Communicate with Parents

Maintaining frequent communication with parents is essential for managing challenging behaviour. Keep them in the loop when their child has misbehaved, and ensure that they establish similar rules at home to the ones you have in school. Make parents aware of day of poor behaviour. If they collect children then let them know then, if not send a Diamond Awards but always get someone to check it.

Resources to support / share with children.

**Expectations are the same for all children.
Strategies may differ, but acceptable behaviour does not.**

EQUALITY VERSUS EQUITY



Be aware different children with certain needs will need to be handled differently.

Behaviour Policy Annex 3

Exemplar

Last Updated: February 2025

Behaviour Passport for [Redacted]

Aim: [Redacted] to keep himself safe and regulated.

Things I like:

- PlayStation/Xbox
- Being outdoors
- Football

Things to avoid:

- Using negative language. Do not tell him what you are expecting to see.
- Raising your voice.

People I work well with:

[Redacted]

Phrases to use with [Redacted]

- We are so happy to see you and we are glad you are here.
- I can see that you are feeling...
- Are you ok? What is going on today?
- I can see that you are finding today difficult. I wonder what I could do to make this easier for you.
- I have noticed you are (label feeling); I wonder if that is because of (label situation).
- I know that you can make a good choice, how can I help you?
- Thank you for making a good choice. I am so proud of you.
- Use a nurturing tone, maintain consistent boundaries, give direction and build a positive relationship.

Stage	Behaviour	Strategy	Follow Up
1 Anxiety/Trigger Need for support and reassurance.	<ul style="list-style-type: none"> • Appears to not be listening. • Rocking on his chair. • Getting out of his chair. • Talking back at adults. • Distracting others. • Not engaging in learning. • Removes himself from the classroom and into the corridor. • Class-crown type behaviour. 	<ul style="list-style-type: none"> • Ignore low-level distraction if he is safe. • Approach [Redacted] with a curious and playful manner. • Provide [Redacted] with reassurance we are going to support [Redacted] to stop [Redacted] and add [Redacted] to the [Redacted] reward • Move [Redacted] to the [Redacted] Dojo point [Redacted] • Ensure [Redacted] receives [Redacted] reward • Offer [Redacted] [Redacted] 	<ul style="list-style-type: none"> • Speak to [Redacted] about his choices and be ready. • Remind [Redacted] of the need for [Redacted] • Make [Redacted] points [Redacted] unstructured [Redacted] lunchtime [Redacted] • Use report card to share positive behaviours.
2 Defensive/Escalation Need for diversion, reassurance, clear limits, boundaries and choices.	<ul style="list-style-type: none"> • Absconds - will open locked doors, run onto the playground and field. • Antagonises and distract others, persuading them to make poor choices. • Outright refusal to complete any activities, even ones which are tailored specifically to his needs. • Defiant behaviour. Will repeat short phrases or be unable to communicate verbally. • Will shout 'no' repeatedly. • Refuses to enter his classroom and will spend long periods of time away from the learning environment. 	<ul style="list-style-type: none"> • Do not raise your voice or have negative/closed body language Use consistent, unconditional positive regard. • TA/Teacher to support [Redacted] with a movement break away from the classroom, where safe to do so. E.g., The Burrow. • Follow the behaviour chart. Provide him with verbal warning before moving his name down. • [Redacted] for what he is doing. • [Redacted] the classroom, • [Redacted] environment. E.g., [Redacted] sight of other [Redacted] • [Redacted]ing football on the [Redacted] returning to the [Redacted] • [Redacted] 	<ul style="list-style-type: none"> • Follow behaviour chart for consequences. • Provide [Redacted] the right [Redacted] • Talk to [Redacted] convers [Redacted] Use a p [Redacted] • Use rep [Redacted] stage 2 [Redacted] • Record [Redacted] Inclusion [Redacted]
3 Crisis Possible need for [Redacted]	<ul style="list-style-type: none"> • Will leave the school building and go onto the [Redacted] fence [Redacted] • Damag [Redacted] inten [Redacted] • Shout [Redacted] 	<ul style="list-style-type: none"> • [Redacted] to be safe and you [Redacted] • [Redacted] language and use [Redacted] Alfie. • [Redacted] each – use [Redacted] 	<ul style="list-style-type: none"> • Complete Arbor log to identify patterns of beha [Redacted] • Talk to [Redacted] convers [Redacted] Use a p [Redacted] • Discuss [Redacted]

A summary of the governing board's duties to review the headteacher's exclusion decision

Conditions of exclusion

Governing board duties

Does the exclusion meet any of the following conditions?

- It is a permanent exclusion
- It is a suspension that alone, or in conjunction with previous suspensions, will take the pupil's total number of days out of school above 15 for a term
- It is a suspension or permanent exclusion that will result in the pupil missing a public exam or national curriculum test*

↓ Yes

The governing board must convene a meeting to consider reinstatement **within 15 school days** of receiving notice of the suspension or permanent exclusion.⁴⁹

*If the pupil will miss a public exam or national curriculum test, the governing board must take reasonable steps to meet **before** the date of the examination. If this is not practical, the chair of governors may consider pupil's reinstatement alone.⁵⁰

↓ No

Will the suspension(s) take the pupil's total number of school days out of school above five but less than 16 for the term?

↓ No

The governing board must consider any representations made by parents but does not have the power to decide whether to reinstate the pupil.

Yes

Have the pupil's parents requested a governing board meeting?

↓ Yes

The governing board must convene a meeting to consider reinstatement within 50 school days of receiving notice of the suspension.

↓ No

The governing board is not required to consider the suspension and does not have the power to decide to reinstate the pupil.