

Berkswich CE Primary School			
Reference Number S15	Shared with Staff January 2026	Ratified by Governing Board February 2026	Review Date February 2027
Policy Title	Berkswich CE Behaviour Policy		

Our Vision

Our vision is rooted in scripture:

"I have come that they may have life, and have it to the full." John 10:10

At Berkswich CE, our vision is for all to flourish and live life in its fullness. Rooted in faith, shaped by love and empowered by courage, we nurture each member of our school family to grow in wisdom, discover their God-given potential and serve others with dignity and compassion.



Faith

Rooted in our Christian foundation, open to all, trusting in God's guidance, in ourselves and in one another; knowing when to stand firm and when to turn to those around us.

Love

Shaped by love for one another, treating every person with compassion and dignity

Courage

Empowered by courage to grow, take risks, make mistakes and try again

Statement of Intent

"I have come that they may have life, and have it to the full."

The Bible, John, chapter 10, verse 10

Our vision, for all to flourish and live life in its fullness, lies at the heart of everything we do at Berkswich CE. Rooted in faith, shaped by love and empowered by courage, this behaviour policy exists to nurture each member of our school family to grow in wisdom, discover their God-given potential and serve others with dignity and compassion.

The behaviour principles written statement operates within the Christian vision and ethos of the school and has been written to reflect an understanding that God's forgiveness allows for opportunities to redress mistakes and on-going concerns; that we are a school and people of lifelong learning and development; and that God seeks to cherish and protect all, including the most vulnerable members of the school community. The values of faith, love and courage underwrite the behaviour policy and seek to allow all to flourish.

At Berkswich CE we believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school is committed to:

- a shared approach which involves children in the implementation of the school's policy and associated procedures.
- supporting the agreed values of the school and its Christian vision and ethos - rooted in faith, shaped by love and empowered by courage.
- maximising time learning and opportunities for children to make progress.
- promoting the social and emotional well-being of the children and staff.
- promoting self-esteem, self-discipline, self-regulation and positive relationships based on mutual respect - reflecting our value of love for one another.
- encouraging the children to be proud of their achievements and of our school.
- promoting a culture of praise and encouragement in which all can achieve.
- ensuring equality and promoting equity.
- challenging and disciplining misbehaviour as deemed appropriate.
- providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment, creating the conditions in which faith, love and courage can grow.
- supporting children in building positive relationships with peers in school by developing the skills needed for restorative practice; to enable them to appropriately and fairly deal with disagreements and the challenges that will be met as members of a community.
- developing positive relationships with children to enable early intervention.
- ensuring that children understand how to stay safe and behave well when online.
- encouraging positive relationships with parents and carers.

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

Staff and governors at Berkswich CE acknowledge that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response. Our commitment to love means that we seek to understand before we judge and our faith gives us confidence that every child can grow and change.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. Empowered by courage, the school will promote persistence as part of a whole-school approach using the following methods:

- **Faith:** Culture, ethos and environment

The health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment. Our Christian faith shapes the culture of our school - one where every person is known, valued and cherished.

- **Love:** Teaching

The curriculum is used to develop pupils' knowledge about health and wellbeing. Our love for each child drives us to tailor provision, so that every learner can access the fullness of school life.

- **Courage:** Community engagement

The school proactively engages with parents and carers, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing.

- **Investment in training and specialised support**

Within school, we have two trained mental health leads, an ELSA (Emotional Literacy Support Assistant) and Pastoral Assistant, targeting and tailoring support for children and families. There is a sensory room where trained staff support pupils with any behavioural or wellbeing needs.

All staff are made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2024) 'Mobile phones in schools'

This policy operates in conjunction with the following school policies, Church of England and Local Authority guidance:

- Church of England (2024) 'Flourishing Together – a collective vision for the education system'
- Health, Safety and Wellbeing Guidance: Guidance on Physical Intervention for Schools, Children and Young People's Services from the Health, Safety and Wellbeing Service, Stafford
- Codes of conduct for children in the format of class codes or behaviour rules
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child-on-child Abuse Policy
- Safeguarding Policy

Definitions

For the purposes of this policy, the school will define 'serious unacceptable behaviour' as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community and/or any illegal behaviour. Such behaviour is contrary to our values of faith, love and courage and to our vision for all to flourish. This will include, but is not limited to, the following:

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

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

- Lateness
- Low-level disruption and talking in class when requested not to do so

- Failure to complete work where any appropriate scaffolding, support or adaptations have been made
- Rudeness
- Refusing to complete homework or incomplete homework where any appropriate scaffolding, support or adaptations have been made
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

'Low-level unacceptable behaviour' may be escalated to 'serious unacceptable behaviour', depending on the severity of the behaviour.

Roles and Responsibilities

The Governing Board will have overall responsibility for:

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

The Headteacher will be responsible for:

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

The Mental Health Leads / ELSA will be responsible for:

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

The SENCo will be responsible for:

- Collaborating with the governing board, headteacher, the mental health leads and ELSA, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support

Teaching Staff will be responsible for:

- Actively contributing towards the development and implementation of the Berkswich CE behaviour policy
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents and carers, the SENCO, mental health leads and ELSA and, where appropriate, the pupils themselves
- Aiming to teach all pupils the full curriculum, whatever their prior attainment — a courageous commitment to every child's God-given potential
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum
- Ensuring that the wider curriculum offer and enrichment is prioritised for those who are vulnerable and require additional support to maintain high levels of behaviour
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits — embodying love in everyday interactions
- Being responsible and accountable for the progress and development of the pupils in their class

All Staff, Including Support Staff and Volunteers will be responsible for:

- Adhering to this policy
- Supporting pupils in adhering to this policy
- Taking responsibility for maintaining high levels of behaviour and attitudes in the class
- Promoting a caring, supportive and high-quality learning environment — one that is shaped by love
- Modelling kindness, compassion and high levels of behaviour: living out our values of faith, love and courage
- Being aware of the signs of behavioural difficulties Setting high expectations for every pupil
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs
- Keeping the relevant members of staff, agencies or authorities up-to-date with any changes in behaviour (SENDCo, Headteacher, Subject lead, ELSA, Mental health leads)
- Considering possible triggers (antecedents) and acting appropriately in line with support from the SENDCo, ELSA and Pastoral Support Worker
- Recording incidents – antecedents, behaviours and consequences in line with school procedures
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour

Pupils will be responsible for:

As members of our school family, pupils are called to live out our vision: to grow in wisdom, serve others with dignity and compassion, and discover their own God-given potential.

- Their own behaviour both inside school and out in the wider community
- Contributing to the class code of conduct or behaviour rules through positive examples of behaviour or by suggesting necessary content
- Conducting themselves around the school premises in a safe, sensible and respectful manner
- Following reasonable instructions given by staff
- Behaving in a polite manner towards all staff and pupils
- Being inclusive and accepting of difference, understanding the uniqueness of each individual
- Showing respect for the opinions and beliefs of others
- Showing responsibility through, for example, carrying out school roles and completing classwork and homework as requested
- Reporting unacceptable behaviour — having the courage to speak up
- Showing respect for the school and local environment
- Acting with compassion
- Reporting any unacceptable behaviour to a member of staff

Parents and Carers will be responsible for:

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

Staff Induction, Development and Support

All new staff will be inducted clearly into the school's behaviour culture and understand how this links to our school vision and values. This will ensure they understand the rules and routines and how best to support all pupils to flourish at Berkswich CE. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

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

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

Prevention Strategies for Unacceptable Behaviour

An important part of managing behaviour is to employ prevention strategies; a vital part of this is encouraging positive behaviour. This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using positive strategies effectively and appropriately to maintain high levels of children's behaviour at Berkswich CE and in the future.

Promoting Positive Behaviour

A belief shared by all staff and governors at Berkswich CE is that, for children to make the best progress in lessons, behaviour should be exemplary, and that the best way to ensure high standards of behaviour and discipline is to ensure high-quality learning opportunities within an environment where all recognise achievement and celebrate success. Our vision for all to flourish drives this belief as we want every child to live life in its fullness.

We believe that our behaviour policy is a code of conduct where good behaviour is expected, highlighted and encouraged and poor behaviour is identified and addressed through clear guidance, support and where necessary, sanctions. Faith gives us confidence that change is always possible; love motivates us to support and understand children when they struggle; courage is what we ask of

children as they grow and learn, speaking out when they see something that is unkind or unjust towards others.

Positive reinforcement will be used by staff where expectations are met; these acknowledge good behaviour and encourage such behaviours to be sustained and embedded. Staff will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school.

Routines will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made.

Positive Teacher-Pupil Relationships, Effective Classroom Management and Learning Opportunities

Positive teacher-pupil relationships are key to avoiding and managing unacceptable behaviour. At Berkswich CE we will focus heavily on forming positive, compassionate and caring relationships based on predictability, fairness and trust — these relationships embody our value of love and create the foundation from which behavioural change can take place.

It is important that staff ensure that strong, positive relationships are fostered:

- School values, including faith, love and courage, are modelled and shared
- The school's distinctive Christian character is evident in all interactions
- Establish, encourage and model excellent relationships between staff and children
- Establish agreed rewards and positive reinforcements in line with the school's behaviour policy
- Start the year with clear set of boundaries and expectations of conduct and routines that are understood by all pupils; teachers establish these with warmth and a clarity of expectation
- Positive expectations are established between the teacher and pupils and displayed in the classroom
- Children's efforts and wide achievements are consistently celebrated
- Praise should be used to encourage good behaviour as well as good learning and, where possible, communications about unacceptable behaviour should be just between teacher and child in order to protect a child's dignity
- Children have opportunities to model high standards of behaviour to younger peers (e.g. through the school's buddy system with Year Six and Reception and Nursery and Year Five partnerships) — exercising courage and compassion in leadership

The **rich learning opportunities** support positive behaviours:

- Lively, appropriate and tailored high-quality learning opportunities engage every learner
- Teaching methods should encourage enthusiasm and active participation for all
- Children are scaffolded skilfully to succeed
- Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others
- Children's contributions are acknowledged across the curriculum and the wider curriculum of the school and beyond
- The curriculum, including a rich and progressive PSHE curriculum and Digital Literacy curriculum enable the children to develop their own personal skills, healthy and safe habits and compassion for others — reflecting our values of love and courage
- Enrichment opportunities above and beyond the curriculum go even further in offering broad experiences that allow all to thrive

The school understands that a well-structured and managed classroom environment is paramount to preventing poor behaviour: these environments convey clear messages to the children about the extent to which each child and their efforts are valued and loved.

- Classrooms are organised to develop independence and personal initiative
- Classroom displays should help develop self-esteem through demonstrating the value of every individual's contribution
- Where possible, furniture should be arranged to provide an environment conducive to on-task behaviour
- Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption
- Overall, the classroom should provide a welcoming setting, where children feel safe and secure to take risks and develop positive and persistent learning behaviours — the kind of courageous learning our vision calls for
- Effective use is made of the physical space available, both inside the classroom, the school grounds and further afield
- The teacher positions themselves effectively within the classroom
- Teachers may employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early

Classroom Codes of Conduct and Routines

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative.

The school will also have an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine.

The headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules. Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a classroom rules agreement which they are required to read and sign. For younger pupils, a photo of the child may represent their commitment to these rules. Our rules always reflect our values.

PSHE and Digital Literacy support a positive approach to behaviour. Through rigorous and progressive whole school half-termly units in PSHE, children develop a greater awareness of themselves, their rights and responsibilities and how to develop as members of the school community and beyond. Our Digital Literacy objectives enable the children to develop values such as compassion and responsibility — living out love and courage in the online world as well as in school.

Praise and Rewards

Our vision calls us to nurture every child and celebrate their God-given potential. Praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure that this is given for a range of reasons, including:

- Upholding our school values of faith, love and courage
- Positive attitudes and acts of kindness towards others in the school community and beyond
- Good and exemplary levels of behaviour, including positive participation in restorative practice to overcome challenges
- Positive, courageous attitudes towards learning, including high levels of effort, attentiveness, appropriate independence, persistence and enthusiasm

- Excellent attendance
- High standards of learning (appropriate to the individual's needs)
- Achievements out of school
- Modelling high standards in terms of work-ethic, attitudes and behaviours towards younger peers within school

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another. Year Six Buddies will model positive praise when working alongside their Reception class peers.

For rewards to be effective, the school recognises that they need to be timely, consistent, achievable and equitable.

Encouraging and Developing Positive Behaviours

We praise and encourage children in their good behaviour in a variety of ways:

- Staff celebrate through our values-based and age-appropriate school achievement systems:
 - EYFS and Key Stage One – school values are promoted with certificates presented in collective worship, celebrating faith in action, love for learning and courage to try
 - Key Stage Two – an achievement system rewarding academic, social and values-based achievements aligned with faith, love and courage.
- All children are assigned to one of four houses – Lichfield, Winchester, Salisbury and Canterbury; house points are awarded by teachers and lunchtime supervisors. Heads of House in Year Six co-ordinate this system. Every term house winners receive a team celebratory award.
- During Monday collective worship through verbal praise, peer commendations or certificates. Achievement out of school is also celebrated as part of Monday whole school collective worship
- Sharing and supporting achievements with the wider community through the website or school newsletter
- Through teacher feedback – written, spoken or through an online method
- Celebratory displays of all children's learning in each classroom
- Through the 'Birthday Bench' each Friday, celebrating each individual and singing our special school song
- Positions of responsibility such as Head of House, IT Technician or School Council Associate Member — courageous leadership opportunities that grow God-given potential
- Teachers communicate achievements and encourage the children through speaking directly to parents and carers and via text or email commendations
- The headteacher and senior leaders send home text messages commending excellent effort, achievement and representation of school values in action
- Each class has an individualised positive reward system in place that is bespoke to their year group.

Preventative Measures

For Younger Pupils

Charts or systems may be used in the short-term to support children in reaching a goal, such as listening to short instructions at the start of the day. These will be tailored to the age, maturity, interests and needs of each individual and will not be used if to do so would cause embarrassment.

For Pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil. Our faith calls us to see each child as whole, and our love compels us to make appropriate provision for every individual.

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

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

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

Initial Interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used at Berkswich CE. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. These interventions reflect our commitment to love: to understand each child and to support their needs.

A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is persistently misbehaving, not improving their behaviour following low-level sanctions, or displaying a sudden change in behaviour from previous patterns.

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

- Frequently engaging with parents and carers
- Providing mentoring and coaching
- ELSA support sessions
- Participation in sessions run by school staff, such as Lego-Therapy, which supports children by promoting social interaction, turn-taking skills, sharing, collaborative problem-solving and other related learning
- Use of Emotion Coaching strategies
- Use of Restorative Practice — describing behaviours, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict. This reflects our value of love and our faith in each child's capacity to grow and restore relationships
- Short-term behaviour charts
- Long-term behaviour plans
- Pupil support units
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

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

De-escalation Strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. Rooted in love and delivered with courage, these strategies seek to restore calm and dignity:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g., if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g., not standing with arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g., providing choices of the next steps
- Rephrasing requests made up of negative words with positive phrases
- Reassuring the pupil of their value and importance to the school and class — communicating love for who they are, not just what they do

Sensory Room

A sensory room in school provides a specifically designed space in which children are able to receive emotional or behavioural support from the ELSA lead or SENDCo. This space reflects our love for each child's wellbeing and our courageous investment in their flourishing.

Time in our specifically designed sensory room space helps children to improve their visual, auditory and tactile processing, as well as fine and gross motor skills. By providing a sense of calm and comfort, the sensory room helps children learn to self-regulate their behaviours, which ultimately improves their focus.

Managing Behaviour

Although positive reinforcement of good behaviour is always the first way in which behaviour issues are dealt with, and de-escalation strategies may be used, the school recognises that sanctions are sometimes required. These are employed to promote positive behaviour and to ensure a safe and positive learning environment that allows all to flourish. Sanctions are applied with love, seeking restoration, not just correction.

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The ELSA lead will monitor the record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection. Staff will be mindful of the impact of a sanction in relation to a child's emotional needs.

After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Initially children may receive a verbal reprimand to refocus attention and correct behaviour
- A traffic light or warning system may be used in EYFS and KS1 classes
- If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session
- We expect children to try their best in all activities; if they do not do so, we may ask them to complete or redo work — encouraging the courage to persevere

- A child may receive a verbal reprimand or a loss of privileges or playtime
- If a child repeatedly disrupts or upsets others, they may be sent to a phase group teacher

In the first instance, the teacher is responsible for dealing with a situation. If the misbehaviour continues, then the teacher seeks help and advice from one of the mental health leads, SENDCo or ELSA lead. If the incident is serious, it may be referred directly to a member of the senior leadership team, and then the headteacher.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy
- An assessment will be carried out to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour — our faith calls us to look for the whole person behind the behaviour
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget
- Where SEND is not identified but the headteacher determines that support is still required, an Individual Behaviour Plan will be created

Following further incidents of unacceptable behaviour, the headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that the decision to discipline a pupil is made by a paid member of school staff (or authorised person), on school premises or whilst under the charge of a member of staff, and is reasonable and will not discriminate on any grounds.

Communicating with Parents and Carers

Our vision calls us to serve the whole school family and this means open, courageous and loving communication with parents and carers. Initially, this may be an informal conversation between the class teacher and the parents or carers. If the misbehaviour persists, a senior member of staff, the relevant lead, or the headteacher may arrange an appointment to discuss the 'triggers', resulting behaviours and intended actions; this may include creating a behaviour plan and/or signposting towards agencies.

All members of staff will act respectfully and sensitively when communicating with parents and carers and will ensure that confidentiality is maintained, especially in relation to other children.

Where appropriate, school will offer family or child support, or help in making referrals to gain further guidance, advice or support.

Recording Incidents

Minor incidents and one-off occurrences are not always logged; parents and carers are not always informed at this stage. However, these less serious incidents may be logged if it is deemed by the school that these would support in safeguarding a child in line with the school's safeguarding protocols.

When an incident is more serious, or there are repeated low-level incidents, the ABC model of recording is used. This is a way of collecting information to help determine the function of a child's behaviour:

- Antecedents (A): what happened directly before the behaviour occurred (possible 'triggers')
- Behaviour (B): the specific action(s) or behaviour
- Consequences (C): what happened directly after the behaviour occurred

This helps staff to identify patterns in 'triggers', note actions that have positively impacted and supported a child in developing their skills further. Entries of logs are held in a system called CPOMS. The behaviour log is retained in line with our records management and GDPR procedures.

Physical Intervention

Staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. The situations in which physical restraint may be appropriate are detailed in the Staffordshire County Council's Health, Safety and Wellbeing Management Arrangements: the use of non-restrictive and restrictive interventions (2022).

After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted. Detailed logs are retained and shared with parents. Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance.

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

Removal from the Classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff. The pupil will be moved to a room that is in an appropriate area of the school, stocked with appropriate resources, suitable for them to learn and refocus, supervised by trained members of staff.

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

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

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met. The ELSA room or the sensory room may be used for time out of the classroom.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary. Reintegration reflects our faith that every child can grow and it demonstrates our priority for their continued flourishing.

Sexual Abuse and Harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence.

Smoking and Controlled Substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, carers, visitors, staff and pupils will be instructed not to smoke on school grounds. The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

Prohibited Items, Searching Pupils and Confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, e-cigarettes and vapes, lighters, aerosols, legal highs/psychoactive substances, energy drinks and any article reasonably suspected of having been or likely to be used to commit an offence or cause personal injury or damage.

Behaviour Outside of School Premises

Pupils at the school must agree to represent the school in a positive manner. As members of our school family, they carry our values of faith, love and courage with them wherever they go. The class codes will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is wearing school uniform, travelling to or from school, taking part in any school-related activity, or is in any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that could negatively affect the reputation of the school, could pose a threat to another pupil, a member of staff or a member of the public, or could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the Berkswich CE school premises and reported to the school will be dealt with in a fair, equitable manner. Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

Data Collection and Behaviour Evaluation

The school will collect data from the following sources:

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

The data will be monitored and objectively analysed half-termly by the SENDCo, headteacher and the ELSA. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice. This analysis reflects our faith-driven commitment to justice and our love for every member of our school community.

Monitoring and Review

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

*Rooted in **faith**, shaped by **love**, empowered by **courage** - for all to flourish and live life in its fullness.*