Park End Primary School



Approved By: *D. Jackson*

Date: 15.10.26

Behaviour Policy
September 2026-2027

Review Date	Type of Review	Comments	Initials
September 2022	Update	Amendments to whole policy	SA
July 2023-24	Update	Amendments to House Point Rewards	SA
September 2024	Update	Addition of prohibited items	SA
October 2025	Update	Amendment to Pupil of the Week - assemblies	SA
September 2026	Update	Aligned with DFE guidance	SA
October 2026	Update	Amendments to whole policy	SH

Behaviour Policy

1. Introduction

At Park End Primary School, we expect and encourage positive behaviour and self-discipline from all pupils. We aim to create a calm, respectful, supportive and positive environment in which pupils feel safe, can learn effectively and can develop socially and emotionally.

Our whole-school approach to behaviour is driven by three core values: Respect, Responsibility and Resilience. These values provide a simple, shared language for behaviour, relationships and learning and represent the qualities we want pupils to develop as they move through school.

The school acknowledges its duties under the Equality Act 2010, safeguarding legislation and statutory guidance, and its duties in relation to pupils with special educational needs and disabilities (SEND). This policy is informed by the governing body's statement of behaviour principles and by current Department for Education guidance.

The policy is designed to support the school's duty to establish high standards of behaviour while ensuring that responses to behaviour are lawful, reasonable, fair and proportionate. Safeguarding considerations remain central to decision-making.

2. Aims

- Ensure all pupils feel safe, supported and able to learn.
- Promote a calm, purposeful, respectful and positive school environment.
- Develop pupils who demonstrate Respect, Responsibility and Resilience.
- Ensure clear and consistent behaviour expectations across the school.
- Explicitly teach the routines and behaviours pupils need for successful school life.
- Support pupils to regulate their behaviour, reflect and make positive choices.
- Recognise positive behaviour, effort and attitudes in meaningful ways.
- Ensure responses to behaviour are fair, consistent and proportionate.
- Work in partnership with parents and carers.
- Identify patterns of behaviour and provide appropriate support or intervention.
- Make reasonable adjustments and provide additional support where required, while maintaining high expectations for all pupils.

3. School values, expectations and routines

Our three core values underpin our whole-school approach to behaviour, relationships and learning. Staff explicitly teach, model, practise and reinforce what each value looks like. The same language is used when recognising positive behaviour, redirecting pupils and supporting reflection and repair.

Respect We care for each other, our belongings and our school.	Respect is about how we treat others and the world around us. It includes kindness, caring, listening, valuing differences and looking after the school environment.
Responsibility We make good choices and take responsibility for our actions.	Responsibility is about the choices we make and the ownership we take. It includes honesty, ownership, understanding consequences, making good decisions and developing independence.
Resilience We always try our best, keep going when things are difficult and learn from our mistakes.	Resilience is about how we respond to challenge. It includes effort, perseverance, coping with setbacks, learning from mistakes and trying again.

Behaviour expectations and routines are explicitly taught, modelled and practised throughout school life. Staff consistently reinforce them so pupils understand what is expected in different settings. Routines may be adapted where reasonable adjustments are required.

In the classroom, pupils are expected to:

- Listen when someone else is speaking.
- Move around the classroom quietly and sensibly.
- Use and return classroom equipment appropriately.
- Respond promptly to the agreed whole-school attention signal “Stop and give me your attention please”.

When lining up, pupils are expected to:

- Leave appropriate personal space.
- Keep hands and feet to themselves.
- Listen and follow adult instructions.

When moving around school, pupils are expected to:

- Walk calmly and safely, on the left-hand side
- Move quietly and sensibly.
- Walk in single-file, with an appropriate space between each child.
- Follow adult instructions and respect others' learning.

In assembly, pupils are expected to:

- Enter and leave silently.
- Listen respectfully.
- Sit safely and follow adult instructions.

In the dining hall, pupils are expected to:

- Enter sensibly and walk in the dining area.
- Use an appropriate voice level.
- Use good manners and treat others respectfully.

In the playground, pupils are expected to:

- Be kind and respectful to others.
- Look after equipment.
- Ask an adult for help when needed.
- Keep safe and remain in agreed areas.
- Respond promptly to the end-of-break routine.

Parents and carers can support these expectations by helping pupils to:

- Arrive at school on time and ready to learn.
- Attend school regularly.
- Wear the correct school uniform every day.
- Bring any equipment or items required for the school day.
- Understand and support the school's values and behaviour expectations.

4. Recognition and positive behaviour

Positive behaviour, effort and attitudes are actively recognised and reinforced. The school aims to develop pupils' intrinsic motivation to make positive choices, while using specific praise and meaningful recognition to reinforce Respect, Responsibility and Resilience.

Positive behaviour may be recognised through:

- Specific verbal praise.
- Movement up the Golden Ladder within the classroom.
- Team Points for demonstrating the school values around the wider school.
- Pupil of the Week for consistently demonstrating the values and excelling in behaviour, attitude or learning.
- Positive communication with parents/carers.
- Weekly Golden Time

Golden Ladder

The Golden Ladder is a classroom tool that helps pupils visualise their behaviour and choices and provides clear, immediate feedback.

All pupils begin each day on Bronze. Pupils move up the ladder for demonstrating Respect, Responsibility and Resilience and for making positive choices. Staff actively look for opportunities to recognise positive behaviour and make praise specific by identifying the value or behaviour being recognised.

Where appropriate, a pupil may move down the ladder when behaviour does not meet expectations. This is explained calmly and clearly, with the focus on the behaviour or choice rather than the child. Pupils are given opportunities to reset, make a better choice and move back up the ladder.

The Golden Ladder is a recognition and feedback tool; it is not intended to replace professional judgement or the school's graduated response to behaviour.

Team Points

Team Points recognise pupils demonstrating the school values around the wider school, including in the hall, corridors, playgrounds and other shared areas. When awarding a Team Point, staff identify the value and behaviour being recognised.

Pupils and staff are organised into four colour teams:

Blue - Grizedale Forest

Red - Danby Forest

Green - Guisborough Forest

Yellow - Hamsterley Forest

Assemblies are used to promote the school values and celebrate positive contributions. Team Points contribute to the existing team system, with the winning team recognised each half term.

Pupil of the Week

Pupil of the Week celebrates pupils who consistently demonstrate one or more school values and excel in their behaviour, attitude or learning. It is awarded in Key Stage celebration assemblies each week. Pupils receive a verbal explanation linked to Respect, Responsibility and/or Resilience and a certificate.

Pupil of the Week is not dependent on reaching a particular position on the Golden Ladder or collecting the most Team Points. Some pupils may require additional encouragement, support or reasonable adjustments to enable them to meet behaviour expectations. These are considered according to individual need while maintaining high expectations for all pupils.

The school aims to ensure that recognition is meaningful and inclusive rather than treating awards as an entitlement or a competition.

Golden Time

Pupils take part in Golden Time at the end of each week. Golden Time provides an opportunity for pupils to socialise positively with their peers, develop their interests and strengthen relationships with staff and other pupils.

Where a pupil has not met the school's behaviour expectations, a reasonable and proportionate reduction in Golden Time may be used as a consequence. This is not

an automatic sanction. Staff will use their professional judgement to determine an appropriate response, taking account of the nature of the behaviour, the pupil's individual circumstances and any reasonable adjustments required.

Golden Time is not directly linked to a pupil's position on the Golden Ladder. Pupils are given opportunities throughout the week to reset, make positive choices and demonstrate Respect, Responsibility and Resilience.

5. Responding when expectations are not met

Pupils should experience fair, consistent and proportionate responses when behaviour expectations are not met. Responses should help pupils understand the impact of their behaviour, restore successful learning and support better choices.

Positive relationships remain central to the school's approach. Staff respond calmly and respectfully, separate the behaviour from the child, avoid humiliating or inflammatory language and use professional judgement. Fair does not always mean identical: reasonable adjustments may be required for individual pupils.

Ordinary classroom response

For low-level or developing behaviour concerns, staff will normally use the following graduated response:

1. Reminder / redirection

A calm reminder of the expected behaviour, school value or routine, with clear redirection and an opportunity to make a positive choice.

2. Final reminder

A further opportunity to correct the behaviour, with the next step made clear.

3. Move down on the Golden Ladder

A clear warning that behaviour is not meeting expectations and needs to change. The pupil is reminded of the expected behaviour and given an opportunity to improve.

Where behaviour continues or there is a more serious breach of expectations, staff will use their professional judgement to determine an appropriate and proportionate response. This may include a restorative conversation, supported reflection, an opportunity to reset or a further consequence where appropriate.

The graduated response is not a rigid sequence and may be adapted according to the circumstances. Serious behaviour may require an immediate response without following each stage. Responses are not automatically determined by a pupil's position on the Golden Ladder. Staff will consider the nature and seriousness of the behaviour, its impact, the pupil's individual circumstances and any reasonable adjustments required.

Supportive strategies

Alongside the graduated response, staff may use strategies to prevent escalation and support pupils to regulate their behaviour and re-engage successfully. These may include:

- Specific praise and recognition of positive choices.
- Clear reminders and redirection towards expected behaviour.
- Time to process and respond to instructions.
- Limited, appropriate choices.
- Brief, supervised time-out to support regulation or reflection.
- Restorative conversations and opportunities to repair relationships or harm.
- Reasonable adjustments and individualised support where appropriate.

Proportionate consequences and responses

Where behaviour expectations are not met, staff may use appropriate and proportionate consequences, including:

- Loss of a reasonable amount of playtime or other recreational time, with appropriate supervision.
- A proportionate reduction in Golden Time.
- Temporary withdrawal of an appropriate privilege.
- Supported reflection following an incident.
- Communication or meetings with parents/carers.
- Further involvement of SLT where appropriate.

Consequences will be determined by the nature and seriousness of the behaviour, its impact, the pupil's individual circumstances and any reasonable adjustments required. Essential educational provision, safeguarding and necessary SEND support will not be withdrawn as a disciplinary consequence.

Persistent or more serious behaviour

Where behaviour is persistent, serious or does not improve through ordinary classroom strategies, further support and intervention may be required. This may include involvement from SLT, the SENCO and parents/carers, additional monitoring, individual behaviour plans, and targeted support.

Where necessary, formal removal from the classroom may be used in accordance with Section 6 of this policy.

Suspension or permanent exclusion may be considered where the relevant statutory criteria are met, in accordance with current Department for Education guidance.

Before or alongside consequences, staff should consider whether factors such as unmet needs, difficulties understanding expectations, inappropriate task demands or environmental factors may be contributing to the behaviour. Understanding the reasons for behaviour does not mean that unsafe or disruptive behaviour is ignored; it informs an appropriate and effective response.

Significant or repeated behaviour concerns will be recorded and monitored in accordance with school procedures.

6. Time-out and Removal from the Classroom

Time-out

Time-out is a short, supervised period away from the immediate situation, used to support de-escalation, regulation or reflection.

A pupil may be encouraged or directed to take a brief time-out or may request one as part of agreed regulation strategies. Where appropriate, a pupil may spend time in a nearby classroom, with a trusted adult or with a member of the Senior Leadership Team.

Time-out should be brief, with pupils supported to return to their usual classroom as soon as possible, once they are ready to re-engage successfully with learning.

Removal from the Classroom

Removal from the classroom is a formal disciplinary measure in which a pupil is required to spend a defined period away from their usual classroom in an appropriate, supervised setting.

Removal may be used as a planned consequence for serious or persistent breaches of the school's behaviour expectations. It will be authorised by a member of the Senior Leadership Team and used where other strategies have been unsuccessful or where the seriousness of the behaviour warrants this response. The decision will take account of the individual circumstances of the pupil, including any SEND, safeguarding needs and reasonable adjustments.

The length of removal will be reasonable and proportionate to the circumstances. During this period, the pupil will:

- Be appropriately supervised in a designated room.
- Continue to complete appropriate schoolwork and receive meaningful education.
- Have appropriate access to food, drink and toilet facilities.
- Be supported to reflect on their behaviour where appropriate.
- Be supported to reintegrate successfully into their usual classroom.

Parents/carers will be informed on the same day when formal removal from the classroom is used. The reason for the removal and its duration will be made clear.

Use of removal will be recorded, including the reason, duration and any follow-up actions, and monitored by school leaders. Where removal is used repeatedly for an individual pupil, the school will review the underlying reasons for the behaviour and consider whether further support, reasonable adjustments or intervention are required.

Removal from the classroom will not be used as seclusion. A pupil will not be locked in a room or physically prevented from leaving solely because removal has been imposed. Any immediate risk of harm will be managed in accordance with the school's safeguarding and restrictive intervention procedures.

7. Individual needs, SEND and reasonable adjustments

High expectations apply to all pupils. The school also recognises that some pupils may need additional support or reasonable adjustments to understand, regulate and successfully meet behaviour expectations.

When responding to behaviour, staff will consider whether a pupil's SEND, disability, communication needs, developmental level, trauma, safeguarding circumstances or other vulnerability may be relevant. The school will meet its duties under the Equality Act 2010 and the SEND framework, including the duty to make reasonable adjustments for disabled pupils.

Reasonable adjustment does not mean having no boundaries or accepting unsafe behaviour. It means adapting the way expectations are taught, supported or responded to where this is necessary and reasonable so that pupils can access school successfully.

Adjustments and support may include:

- Additional teaching or rehearsal of routines.
- Visual prompts, reduced language or processing time.
- Additional adult support where appropriate.
- Adapted regulation strategies or access to an agreed safe/calming space.
- Changes to seating, transitions or environmental demands.
- Targeted pastoral or therapeutic support.
- SENCO involvement, assessment and referral to external agencies where required.

8. Serious or persistent behaviour and additional support

Where behaviour is serious, persistent or complex, the school will consider both appropriate consequences and what additional support is needed to reduce recurrence. This may involve the class teacher, SENCO, SLT, parents/carers and external agencies.

Support may include:

- Reviewing behaviour records and patterns.
- Assessment of possible underlying or unmet needs.
- A behaviour care plan.
- Targeted intervention or pastoral support.
- Support from external professionals or services.
- Reviewing whether reasonable adjustments or provision remain appropriate.

Where behaviour presents an immediate risk to safety, safeguarding and safety take priority. Staff should seek support from senior leaders and follow the school's safeguarding and restrictive intervention procedures.

9. Behaviour Outside School

The school recognises that parents and carers have primary responsibility for their children's behaviour outside school. The school does not routinely apply consequences for behaviour in the community that is unrelated to school.

However, the school may respond to behaviour outside school, including online behaviour, where it is lawful and appropriate to do so. This may include behaviour:

- While taking part in school-organised activities or visits.
- While travelling to or from school.
- When wearing school uniform or otherwise identifiable as a pupil of the school.
- That poses a threat to another pupil or member of the school community.
- That could have repercussions for the orderly running of the school.
- That could adversely affect the reputation of the school.

Where concerns arise, the school will consider the nature and seriousness of the behaviour, its connection to school, safeguarding considerations and the individual circumstances of the pupil.

Responses may include education, proportionate disciplinary consequences, targeted support, working with parents/carers and involvement of external agencies where appropriate.

Any disciplinary response will be in accordance with the school's statutory powers and current Department for Education guidance.

School-organised Activities and Visits

Pupils are expected to demonstrate the school values of Respect, Responsibility and Resilience when participating in school-organised activities, educational visits and other activities for which the school is responsible.

Where a pupil's behaviour raises significant concerns about their participation in a visit or activity, the school will consider the individual circumstances and undertake an appropriate risk assessment.

The school will consider whether additional support, reasonable adjustments or other measures could enable the pupil to participate safely.

In some circumstances, where there has been serious or persistent inappropriate behaviour, the school may determine that participation in a particular visit or activity is not appropriate. Any decision will be made on an individual basis by senior leaders, taking account of the nature and context of the behaviour, the pupil's individual needs, any reasonable adjustments required and the circumstances of the visit.

Parents/carers will be informed of the concerns and reasons for the decision. Where a pupil does not attend an educational visit, appropriate alternative educational arrangements will be made in school.

10. Suspension, Permanent Exclusion and Pupil Movement

The school follows current Department for Education statutory guidance when considering suspension, permanent exclusion, off-site direction and managed moves. These measures will only be used lawfully, where appropriate and with due consideration of pupils' individual circumstances, including SEND, equality and safeguarding responsibilities.

Suspension

A suspension is a temporary exclusion from school for a specified period. Only the Headteacher, or acting Headteacher, may make the decision to suspend a pupil.

Any decision will be made in accordance with statutory guidance, taking account of the circumstances, evidence available, the pupil's individual needs and relevant safeguarding and equality duties.

Parents/carers will be informed without delay, and the school will comply with statutory notification, education and governing body requirements.

Following suspension, the school will support the pupil's successful reintegration. This may include a reintegration meeting, restorative work, a review of support or reasonable adjustments and action to address underlying behaviour concerns.

Permanent Exclusion

Permanent exclusion is a serious decision and will normally be considered as a last resort. Only the Headteacher, or acting Headteacher, may permanently exclude a pupil.

A pupil may be permanently excluded only where there has been a serious breach or persistent breaches of the school's behaviour policy and allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

The school will comply with all statutory notification, governing body review and procedural requirements. Equality, SEND and safeguarding duties will be considered throughout.

Off-site Direction and Managed Moves

Where appropriate and permitted by law, off-site direction may be used to arrange a temporary, time-limited placement at another educational setting for the purpose of improving a pupil's behaviour. Such arrangements will be authorised through the appropriate governing board procedures, have clear objectives and be reviewed in accordance with statutory guidance.

A managed move is a voluntary, permanent transfer to another mainstream school, agreed with the relevant parties, including parents/carers, and carried out in accordance with statutory guidance and school admissions requirements.

Off-site direction and managed moves will not be used to circumvent statutory exclusion procedures or unlawfully remove pupils from the school roll.

11. Bullying, discriminatory behaviour and child-on-child abuse

Bullying

The school takes all reports of bullying seriously and will investigate concerns appropriately. Bullying is behaviour that is deliberately hurtful, repeated over time and involves an imbalance of power that makes it difficult for the person experiencing it to defend themselves.

Bullying may be physical, verbal, relational/emotional, online or prejudice-based. It may include behaviour related to race, religion or belief, sex, sexual orientation, gender reassignment, disability or other protected or perceived characteristics.

Where concerns are raised but bullying has not been established, the school will continue to respond to inappropriate behaviour, provide appropriate support and monitor the situation to identify any emerging patterns.

The school will support the pupil who has experienced bullying and will work with the pupil who has displayed bullying behaviour to address the behaviour, understand its

impact and reduce the likelihood of recurrence. Parents/carers will be involved where appropriate.

Incidents and patterns of bullying, discriminatory behaviour, harassment and derogatory language will be recorded and monitored by leaders.

Child-on-child sexual harassment and sexual violence

Sexual harassment, sexual violence and other forms of child-on-child abuse are not acceptable and will never be dismissed as 'banter', 'part of growing up' or an inevitable part of school life. The school will respond in line with Keeping Children Safe in Education and its Child Protection/Safeguarding Policy.

Pupils are encouraged to report anything that makes them feel unsafe or uncomfortable. Reports will be taken seriously. The school's response will be child-centred, proportionate, considered and decided on a case-by-case basis, with immediate safeguarding needs addressed first.

The school will consider the needs and wishes of the pupil who has experienced the behaviour, the needs and circumstances of the pupil alleged to have displayed the behaviour, the nature of the incident, any wider risk to pupils and whether referral to children's social care and/or the police is required.

Behaviour consequences may be applied where appropriate, but safeguarding action and disciplinary action are distinct processes and one does not depend on the outcome of the other. Any restorative work will be carefully considered and will not be used where it would be unsafe, inappropriate or place pressure on a pupil who has experienced harm.

12. Searching, Screening and Confiscation

The school follows current Department for Education guidance on *Searching, Screening and Confiscation*. Any search will be carried out lawfully, sensitively and with due regard to the pupil's dignity, safeguarding needs and individual circumstances, including SEND.

The Headteacher and members of staff authorised by the Headteacher may search pupils or their possessions where the legal conditions are met. Staff will seek the pupil's cooperation wherever possible and explain the reason for the search.

Prohibited Items

Under legislation, authorised staff may search for the following prohibited items:

- Knives and weapons.
- Alcohol.
- Illegal drugs.

- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury to any person or damage property.

The school also prohibits pupils from bringing vapes, e-cigarettes and associated vaping products onto school premises. These are identified as additional items for which authorised staff may conduct a search in accordance with the law.

Conducting Searches

Searches will be carried out in accordance with statutory requirements concerning authorisation, the sex of the member of staff conducting the search, witnesses and any permitted exceptions.

Staff may only require a pupil to remove outer clothing, as defined in DfE guidance. School staff will not conduct strip searches.

Reasonable force may only be used where legally permitted and where necessary and proportionate. Reasonable force will not be used solely to search for items prohibited under school rules, such as vapes.

Recording and Reporting

Searches for prohibited items, and any search that identifies a safeguarding concern, will be recorded in accordance with DfE guidance and school procedures.

Parents/carers will be informed of searches in accordance with statutory requirements and DfE guidance. Any safeguarding concerns arising from a search will be referred to the Designated Safeguarding Lead and addressed in line with the school's Child Protection/Safeguarding Policy.

Confiscation

Items found during a search may be confiscated where permitted by law. Confiscated items will be retained, returned, disposed of or passed to the police as appropriate, in accordance with current DfE guidance.

13. Mobile phones

Pupils are not permitted to use mobile phones during the school day unless an individual exception or reasonable adjustment has been agreed by the school. Any mobile phones brought to school must be switched off and stored securely in accordance with the school's arrangements for storage and collection.

Mobile phones and similar devices may be identified in the school rules as items that may be searched for in accordance with the DfE *Searching, Screening and Confiscation* guidance. Any search of a device or action concerning data on a device will follow the relevant legal powers, safeguarding procedures and DfE guidance.

14. Restrictive interventions, reasonable force and seclusion

The school seeks to minimise the need for restrictive interventions through positive relationships, prevention, early intervention, reasonable adjustments, de-escalation and effective support. Restrictive interventions will never be used as punishment.

Where a restrictive intervention is necessary, staff will consider whether a less restrictive response could safely and effectively manage the situation. Any intervention must be lawful, reasonable and proportionate and use no more force or restriction than is necessary for no longer than is necessary.

Reasonable Force

Members of school staff have a legal power to use reasonable force in the circumstances set out in law. This power is not dependent on completion of Team Teach training. Training supports staff to use prevention, de-escalation and physical intervention techniques safely and consistently, but does not create or remove the legal power.

Reasonable force may be used, where lawful and necessary, to prevent a pupil from committing an offence, injuring themselves or others, damaging property or causing disorder. Staff will use professional judgement and dynamic risk assessment and will consider the pupil's individual needs, including SEND, disability and safeguarding circumstances.

Recording and Reporting Incidents

The school will record all incidents of restraint, immobilisation or seclusion, and significant incidents involving the use of force, and inform parents/carers in accordance with statutory requirements and current Department for Education guidance.

School recording systems, including Team Teach documentation and CPOMS where appropriate, will support these records. Records will be reviewed by leaders to identify patterns, learning and opportunities to reduce future restrictive interventions.

Seclusion

Seclusion is a restrictive intervention in which a pupil is kept apart from others and prevented from leaving a space. This includes situations where a pupil is physically prevented from leaving or is led to believe they will be punished if they leave.

Seclusion will never be used as a punishment for deliberate or wilful misbehaviour. It may only be used as an exceptional safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation and where a less restrictive response would not be sufficient to manage the immediate risk.

A pupil subject to seclusion will be appropriately supervised. Seclusion will end as soon as the immediate need has passed. Incidents will be recorded and reported to parents/carers in accordance with statutory requirements and current DfE guidance and will be reviewed by senior leaders.

Where a pupil is at known risk of requiring restrictive intervention, the school will consider proactive planning, reasonable adjustments, risk assessment and involvement of parents/carers and relevant professionals.

15. Recording, monitoring and pupil voice

The school uses CPOMS and other required records to record and monitor significant behaviour incidents. Staff should record incidents in a timely, factual and proportionate manner, using professional judgement and following school procedures.

Behaviour information is reviewed by senior leaders half-termly and more frequently where needed. Analysis may consider:

- Patterns and trends by pupil, pupil group, location, time of day and type of incident.
- Repeated formal removals, suspensions, bullying, discriminatory incidents and restrictive interventions.
- The experience and outcomes of disadvantaged pupils, pupils with SEND, pupils known to social care and other vulnerable groups.
- Whether behaviour expectations and consequences are being applied consistently, fairly and proportionately.
- Whether reasonable adjustments and targeted support are effective.
- Whether particular areas, routines or times of day require changes to provision or supervision.

The school also uses pupil voice to understand pupils' experience of behaviour, their understanding of expectations, whether they feel safe, whether they know how to seek help and whether systems are experienced as fair and effective. Staff and parent/carer feedback may also inform review.

Findings are used to inform school improvement, staff training and coaching, provision for individual pupils and groups, and reporting to the Headteacher and Governing Body.

16. Roles and responsibilities

Governing Body

Approve and keep under review the statement of behaviour principles as required.

Monitor the effectiveness of the school's behaviour arrangements and hold the Headteacher to account for implementation.

Consider relevant behaviour, suspension, exclusion, pupil movement and restrictive intervention information in line with its statutory responsibilities.

Headteacher

Determine and communicate the school's behaviour policy in accordance with legal requirements and the governing body's principles.

Ensure the school environment supports positive behaviour and that staff respond effectively to behaviour concerns.

Ensure staff understand the policy, receive appropriate training and are supported to implement it consistently.

Monitor the use and impact of recognition, consequences, removal, suspension, exclusion and restrictive interventions.

Ensure statutory recording, reporting and notification duties are met.

Staff

- Implement the behaviour policy consistently and fairly.
- Explicitly teach, model and reinforce school values, routines and expectations.
- Build positive, respectful relationships with pupils.
- Use calm, proportionate responses and professional judgement.
- Make and follow reasonable adjustments where required.
- Record significant behaviour incidents accurately and promptly in accordance with school procedures.
- Seek support where behaviour is serious, persistent, unsafe or beyond the strategies reasonably available to them.
- Follow safeguarding procedures whenever behaviour raises a safeguarding concern.
- Senior leaders will support staff in responding to serious or persistent behaviour and will use monitoring information to identify where further support, training or changes to provision are needed.

17. Working with parents and carers

The school works collaboratively with parents and carers so that pupils receive clear and consistent messages about behaviour. School values and expectations are

communicated to families, and parents/carers are expected to support the school's reasonable behaviour expectations.

The school aims to build a supportive dialogue with families. Parents/carers will be informed about significant or persistent concerns and will be involved in planning additional support where appropriate. Positive behaviour and progress will also be communicated.

Where the school is considering or using formal removal, suspension, exclusion, off-site direction, searching or restrictive intervention, parents/carers will be informed in accordance with the relevant policy, statutory requirements and DfE guidance.

18. Safeguarding and emergencies

Behaviour may be an indicator of abuse, neglect, exploitation, trauma or another safeguarding concern. Staff must remain professionally curious and follow the school's Child Protection/Safeguarding Policy and Keeping Children Safe in Education whenever a concern arises.

Where behaviour presents an immediate risk of harm, staff should prioritise safety, summon appropriate assistance and follow the school's emergency and restrictive intervention procedures. Senior Leadership Team support can be requested using the school's agreed communication system.

Decisions to keep pupils apart for safeguarding purposes will be made and reviewed in accordance with safeguarding duties and current DfE guidance. Such arrangements will not be used as an informal or unlawful exclusion.

19. Equality

The school is committed to fair and equitable treatment in accordance with the Equality Act 2010 and other applicable duties. Behaviour systems will be monitored for their impact on different groups of pupils.

The school will not discriminate unlawfully. Reasonable adjustments will be made for disabled pupils where required, and leaders will consider whether patterns in behaviour, sanctions, removal, suspension, exclusion or restrictive intervention indicate a need to review policy, practice or provision.

20. Linked policies and current guidance

This policy should be read alongside the school's:

Anti-Bullying Policy.

Child Protection/Safeguarding Policy.

Child-on-Child Abuse procedures/policy.

SEND Policy and SEND Information Report.

Equality Policy/Objectives.

Online Safety and Acceptable Use Policy.

PSHE/RSE Policy.

Positive Handling / Restrictive Interventions Policy.

Complaints Policy.

Attendance Policy.

Educational Visits Policy.

CPOMS Policy

Key national guidance

Department for Education, Behaviour in Schools: advice for headteachers and school staff (current version).

Department for Education, Restrictive interventions, including use of reasonable force, in schools (effective from 1 April 2026).

Department for Education, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (effective from 26 July 2026).

Department for Education, Searching, Screening and Confiscation: guidance for schools (current version).

Department for Education, Keeping Children Safe in Education 2026.

Department for Education, Mobile Phones in Schools (current version).

Ofsted, State-funded school inspection toolkit (for use from 7 September 2026).

Equality Act 2010.

Education and Inspections Act 2006, including sections 88, 89, 93 and 93A as applicable.

The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025.