# Behaviour Policy

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| **Formally adopted by the Governing Board of:-** | **Bressingham Primary School** |
| **On:-** | **September 2026** |
| **Headteacher:** | **Joanna Lewis** |
| **Chair of Governors:** | **Diane Perry Yates** |
| **Last updated:-** | **September 2025** |
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**Behaviour Poster - This must be displayed in all classes.**

# SCHOOL RULES

## READY, RESPECTFUL, SAFE

# OUR ACORN AGREEMENTS

Aspire to achieve

Collaborative and kind

Open and honest

Resilient and Resourceful

New opportunities

## Policy statement

Bressingham Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning.

We believe that an outstanding, inclusive school enables all children to be successful. Relational practice drives exceptional cultures in which children thrive and adults love their work. Our behaviour principles are based on **clear boundaries, excellent systems and genuine mutual respect.**

Pupils learn that building positive approaches and attitudes to behaviour, relationships and learning ultimately benefits themselves, as well as others. In turn, they understand how to be a positive citizen, contributing to their own and society's future in a constructive way. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values of our Acorn Agreements with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

## Aims of the policy

- To create a culture of exceptionally good behaviour: for learning, for community and for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To acknowledge that all behaviour is communication and attention should be given to the underlying need, rather that the behaviour
- To help learners take control over their own behaviour and responsibilities and to the consequence of it
- To build a community which values kindness, care, good humour, good temper, creativity, respect and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all
- To create a calm and purposeful school culture
- To ensure all children learn the skills of self-regulation

## Legislation, statutory requirements and statutory guidance

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

Behaviour in schools: advice for headteachers and school staff 2024

Searching, screening and confiscation: advice for schools 2022

The Equality Act 2010

Keeping Children Safe in Education

Suspension and Permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024

Restrictive interventions, including use of reasonable force, in schools

Supporting pupils with medical conditions at school

SEND code pr practice

**In addition, this policy is based on:**

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.

Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property.

**This policy has been written in conjunction with the following policies:**

Safeguarding Policy

Online Safety Policy

Anti-Bullying Policy

SEND Information Report

Staff Code of Conduct

Staff Handbook

## Roles and Responsibilities

### The Governing Board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness through school visits and behaviour data
- Holding the headteacher to account for its implementation

### The Headteacher

The headteacher is responsible for:

- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

**Expectations for all staff**

1. Meet and greet pupils in the morning and at transition times throughout the day
2. Refer to 'Ready, Respectful, Safe'
3. Model positive behaviours and build relationships
4. Plan lessons that engage, challenge and meet the needs of all learners
5. Use a visible recognition system in the classroom
6. Be calm and give 'take up time' when going through the steps (see appendix 1).
7. Prevent before sanctions
8. Follow up every time, retain ownership and engage in reflective dialogue with learners
9. Never ignore or walk past learners who are not following our school rules

**Expectations for pupils**

- Pupils will discuss the school rules in class and understand how to follow them in school
- Pupils will know how we recognise the right behaviour and understand that there may be consequences for breaking the school rules
- All pupils will vote for members of their class to represent them on School Council

**Expectations for parents**

Parents and carers are vital partners in promoting good behaviour and attendance. We expect parents to adhere to:

- Reinforce our Ready, Respectful, Safe expectations
- Support the school's efforts to improve behaviour and attendance, including attendance at meetings where concerns arise
- Celebrate their child's positive behaviour and achievements
- Work with staff on Pastoral Care Plans or restorative approaches if needed
- Follow our Parent Conduct Policy

**Expectations for Senior Leaders**

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model, and show a unified consistency to the learners.

**Senior leaders will:**

- Be a visible presence around the school site whenever possible
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Use behaviour data to target and assess school wide behaviour policy and practice

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| **All staff will display:**<br><br>**Respect**<br><br>**Consistency**<br><br>**Responsibility** | **Senior leaders will:**<br><br>**Lead by example**<br><br>**Inspire confidence**<br><br>**Celebrate good practice** |

**Our three rules – all children are expected to be:**

**Ready**

**Respectful**

**Safe**

## Core Consistencies

**At Bressingham Primary School, all adults will uphold our following 'visible consistencies'**

- **Consistent language, consistent response:** referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour

- **Consistent follow up:** ensuring 'certainty' at the classroom and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but avoiding delegating

- **Consistent positive reinforcement:** routine procedures for reinforcing, encouraging and celebrating appropriate behaviour

- **Consistent consequences:** defined, agreed and applied at the classroom level as well as established structures for more serious behaviours

- **Consistent, simple rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage

- **Consistent respect** from the adults

● **Consistent models of emotional control:** emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners

● **Consistently reinforced rituals** and routines for behaviour around the site: in classrooms, around the site, at reception and when engaged in off-site activities such as trips/visits

● **Consistent environment:** consistent visual messages that display our core and celebrate our core values

## How are our behaviour expectations communicated?

We have key verbal phrases that all staff use to help support and uphold our core expectation of ready, respectful, safe. These include:

"smart, silent, single file"

"quickly, quietly, come straight back"

The Headteacher and Senior Leaders lead weekly values and celebration assemblies, where we focus on our school values through stories, photos and video clips. Acts of kindness and individual achievements are celebrated through our golden book and star of the week certificates of achievement.

Posters displaying our core behaviour expectations are displayed around the school environment, both in classes and in communal areas.

To support children with emotional regulation we also include strategies from **Zones of Regulation** in our curriculum.

**'Over and Above' Recognition**

We like to recognise learners who go 'over and above' our standards. Our staff understand that a quiet word of personal praise can sometimes be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Our three consistent 'over and above' recognition:

1. Short email home to parents
2. Phone call home
3. Recognition in our weekly celebration assembly and acts of kindness for our golden book

We also reward positive behaviour in a variety of ways:

*In every class:*

- Verbal praise (indicating precisely what is good and referring to our Acorn Agreements whenever we can) from other children/adults
- Individual reward cards with a reward when these are filled (individual and/ or class)
- Marbles in a jar (or similar) for whole class rewards

## Managing behaviour

### Classroom/teaching space

Engagement with learning is always the primary aim. For the vast majority of learners, a gentle reminder is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning.

The practical steps listed in Appendix 1 should always be followed with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see rather than drawing attention to the unwanted behaviour. All learners must be given 'take-up time' in between steps. It is not effective to leap or accelerate steps for repeated low-level disruption.

All staff will take responsibility for leading restorative conversations. Staff may monitor their behaviour to track progress. We make sure that this is done discreetly. We do not advertise poor behaviour to other learners or unnecessarily bring attention to a child's poor behaviour.

### Behaviour Plans

For some pupils, it may be appropriate to implement a behaviour plan to support their behavioural needs. These plans are written collaboratively by the class teachers and parents/carers.

- Every effort will be made to encourage and support a change in the pupil's behaviour
- These plans will be reviewed regularly and in response to the pupil's changing needs

### Special Education Needs (SEND)

The school recognises that pupils' behaviour may be impacted by a special educational need of disability (SEND).

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

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

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices Equality Act 2010

Using our best endeavours to meet the needs of pupils with SEND Children and Families Act 2014

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

Staff are aware that their approach to behaviour may need to be adapted for some pupils with SEND. For example, visual cue cards and simple language may be used to help children with communication and interaction difficulties understand the expectations of behaviour. Safe spaces

and our nurture room are used to help support some of our children with SEND regulate their behaviour and emotions.

The school SENCO regularly offer behaviour support and strategies to members of staff working with SEND pupils.

## A Serious Breach

**This is an incident that may lead to a suspension or permanent exclusion.**

Suspensions and permanent exclusions are used as a last resort after a serious incident or persistent breaches of the School's Behaviour Policy. For example, in cases of extreme violence, bullying and/or verbal assaults. We follow DfE exclusions guidance and model policies from Norfolk County Council. All fixed term suspensions are followed up with a reintegration meeting with the pupil and parent/carer.

Suspension may be issued when there is:

- Persistent behaviour which prevents others working
- Serious or persistent vandalism or theft
- Serious or persistent aggression and/or the physical assault of a pupil or adult
- Bringing inappropriate items into school or onto school trips
- Persistent anti-social behaviour
- Racist abuse
- Abuse against sexual orientation, gender identity or any other protected characteristic

More information on suspensions is available on the Norfolk County Council website

The health and safety of all pupils and staff are of paramount importance at Bressingham Primary School, and ensures our adherence to our statutory obligations pertaining to keeping children safe and our statutory duties as an employer to our staff.

As each case is unique, the age and social development of any pupil will be taken into consideration should suspension under these circumstances be required. Our statutory duties in relation to SEND are also taken into account when administering the suspension process.

## Confiscating Items

**Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.**

### Confiscation

A staff member can confiscate anything they have reasonable grounds to suspect is a prohibited item. If the pupil has possession of illegal items, the police will be called for the removal of the item(s).

Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

**Items pupils are not allowed to bring onto the school premises:**

- Fire lighting equipment
- Drugs and smoking equipment, including e-cigarettes
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure
- Weapons and other dangerous implements or substances
- Electronic devices including ipads, gaming devices, laptops and smart watches which have camera and/or call access activated (unless agreed with the Headteacher for educational purposes)

Other prohibited items include:

- Chewing gum
- Caffeinated energy drinks
- Offensive materials (such as pornographic, homophobic or racist)
- Aerosols including deodorant and hair spray
- Any other items which are deemed hazardous
- Any substance that may be deemed hazardous if mixed with another substance

## Searching

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves and with the consent of the pupil. Authorised staff may search items, including pockets and backpacks.

Under part 2, section 2 of the Education Act 2011, teachers are authorised by the Headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

● Searches will be conducted by a member of staff, and there will be another member of staff present as a witness to the search

● The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency

● Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.

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

● Assess whether there is an urgent need for a search

● Assess whether not doing the search would put other pupils or staff at risk

● Consider whether the search would pose a safeguarding risk to the pupil

● Explain to the pupil why they are being searched and seek their cooperation

● Explain to the pupil what a search entails, e.g. “I will ask you to turn out your pockets and remove your scarf”

Following a search, the Headteacher will contact the parents/carers to advise them of the procedures which were undertaken.

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

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

## Mobile Telephones

We only permit Year 6 pupils to bring mobile phones into school. If a child brings in a mobile phone for communication with parent/carer before and after the school, it must be handed to the class teacher on arrival. This will then be placed in a safe box and can be collected by the child at the end of the school day.

Smartwatches that can connect to other devices such as mobile phones, receive messages or other forms of communications, take photos or record in any way are not permitted in school. If a child is wearing a smartwatch or has any electronic device with any of the mentioned features in school, they will be asked to hand this into the office until the end of the school day where it will be kept in a safe box.

## Outside school and the wider community

We expect pupils to represent the school in a positive manner in the wider community and on online platforms. Complaints from members of the public about inappropriate behaviour by pupils at the school, are taken seriously and may be dealt with in accordance with the Complaints Policy and the Behaviour Policy.

Conduct outside the school premises, including online conduct, that we 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 could have repercussions for the orderly running of the school

● That poses a threat to another pupil; or

● That could adversely affect the reputation of the school

## Recording incidents of significant behaviour

It is important to keep a record of disruptive or negative behaviours displayed by children. Behaviour incidents are logged onto CPOMS. If appropriate the incident will be analysed at the safeguarding meeting attended by the Headteacher and Designated Safeguarding Lead.

Any patterns of behaviour identified will direct future planning and provision both for the individual and the cohort. Behaviour incidents and analysis will be fed into the termly Headteacher's Report and shared with the Governors.

## Appendix 1

# The Practical Steps – how to manage or modify poor behaviour

Pupils are held responsible for their behaviour. All staff should use the steps below for dealing with inappropriate conduct:

**1. Non-verbal reminder**

The staff member will give the pupil a non-verbal reminder to encourage them to make a good choice. This might include:

- The stop signal
- Handing a child a pen (e.g. as a prompt to begin work)
- Fingers on lips

**2. Verbal reminder**

A verbal reminder is given to the pupil to remind them of the expectations and to help them get back on task. This might include:

- Thank you for being ready
- One voice, thank you
- Eyes on me

**3. 30 Second Intervention**

The staff member will have a short, private conversation with the pupil. This follows the same script:

- I noticed you are…
- Do you remember when you…
- Thank you for listening.

It is effective for staff to ensure the following principles are employed at this stage:

- A gentle approach, personal, non-threatening, side on, eye level or lower
- Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the pupil; allowing them 'take up time'. If there are secondary behaviour comments as you walk away, write them down and follow up later.

**4. The Reset**

If the behaviour persists, then the pupil will be asked to **sit elsewhere or have some time out** for a short period of time to help 'reset' their behaviour.

If the persistent behaviour has meant that learning time has been missed, the teacher may choose to **ask the child to complete the missed/incomplete work during break or lunchtime.**

After a reset has taken place, then a conversation should be had with the pupil to re-establish expectations and remind them of their past positive learning behaviours.

As pupils learn to self-regulate their own behaviour; some may use a reset as a strategy to self-regulate. This would be part of an agreed plan with a child's class teacher to support positive behaviours for learning.

**5. Dangerous, destructive or unsafe behaviour**

If the behaviour is deemed dangerous, destructive or unsafe, then a staff member will ask for additional support from a colleague.

All members of school staff have a legal power to use reasonable force in certain circumstances to prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

**Incidents of restrictive physical intervention must:**

- Always be used as a last resort
- Be reasonable, proportionate and necessary
- Be applied using the minimum amount of force and for the minimum amount of time
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Any physical intervention or use of reasonable force must be recorded on CPOMS ensuring all key requirements are covered
- Parents/carers must be informed

When considering using restrictive physical intervention, staff should consider the risk whilst recognising any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. **Please refer to our restrictive interventions policy for more information.**

**The Restorative Five**

Restorative conversations are a core part of repairing damage to trust between staff and pupils. These are structured in 5 steps:

- What's happened?
- Who has been affected?
- How have they been affected?
- What needs to be done to put things right?
- What would we do differently next time?