



BITTERLEY C OF E PRIMARY SCHOOL

"Be courageous; be strong. Do everything in love" (1 Corinthians 16:13-14)

Positive Behaviour Policy **(Leading to positive** **relationships and friendships)**

Name of school Bitterley CE Primary

Date of policy September 2026

Member of staff responsible Mrs West

Review date September 2027

Rationale

The policy is based on the research recommendations reported by the EEF in the Improving Behaviour in Schools Guidance (2019) and the work of Paul Dix as published in the book "When the adults change, everything changes" (2017).

The EEF recommends that schools ensure their approach to promoting positive behaviour follow the following:

- Recommendation 1: Know and understand your pupils and their influences
- Recommendation 2: Teach learning behaviours alongside managing misbehaviour
- Recommendation 3: Use classroom management strategies to support good classroom behaviour
- Recommendation 4: Use simple approaches as part of your regular routine
- Recommendation 5: Use targeted approaches to meet the needs of individuals in your school - Recommendation 6: Consistency is key

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/>

This policy is informed by and complies with:

- **Behaviour in Schools: Advice for headteachers and school staff (DfE, September 2024)** - statutory guidance on behaviour management
- **Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (DfE, September 2024)** - statutory guidance on exclusions
- **Keeping Children Safe in Education 2026** - particularly regarding child-on-child sexual harassment and harmful sexual behaviour
- **Searching, Screening and Confiscation: Advice for schools (DfE, July 2022)**
- **Use of Reasonable Force in Schools (DfE, July 2013)**
- **The Equality Act 2010**

Aims of the behaviour policy

- To provide a safe, comfortable and caring environment where learning takes place
- To ensure high expectations and standards for pupils' behaviours for learning
- To provide clear guide for children, staff and parents of expected levels of behaviour
- To provide a consistent and calm approach that reinforces the school's ASPIRE Values
- All adults take responsibility for behaviour and follow-up personally
- Adults use consistent language to promote positive behaviour
- To use restorative approaches instead of punishments

Purpose of the behaviour policy

To provide simple, practical procedures for staff and pupils that:

- Foster the belief that there are no 'bad' pupils, just 'bad choices'
- Encourage pupils to recognise that they can and should make 'good' choices
- Recognise behavioural norms that reinforce the school's ASPIRE Values and positive behaviours for learning
- Promote self-esteem and self-discipline and self-motivation
- Teach appropriate behaviour through positive intervention

Roles and responsibilities

The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (using My Concern)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

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

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school

- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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

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

Extra support and induction will be provided for pupils who are mid-phase arrivals in addition to transition support to new classes and to new settings.

At Bitterley CE Primary we recognise that members of staff who promote positive behaviour well, consistently do the following:

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know classes, groups and individual pupils well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by pupils
- Demonstrate unconditional care and compassion

Pupils want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Behaviour for Learning

At Bitterley our approach is to support children to stay emotionally regulated through relational and trauma informed approach. We encourage children to manage their feelings and emotions in order to be successful and flourish within our school community. Our fully inclusive approach means that all children will be supported to be the best they possibly can. Adults are expected to support children in a calm and controlled manner.

Our school rules, which all pupils are expected to follow, are to be:

Ready – Being ready is important because it helps us to be prepared and focused on learning. When we are ready, we have what we need, listen carefully, and are prepared to do our best.

Respectful – Being respectful is important because it helps us create a caring and positive environment where everyone feels valued and able to learn. When we are respectful, we consider other people's feelings, property, and personal space.

Safe – Being safe is important because it helps everyone feel secure and comfortable. When we make safe choices, we look after ourselves and others, follow instructions, and behave in ways that help everyone learn and succeed.

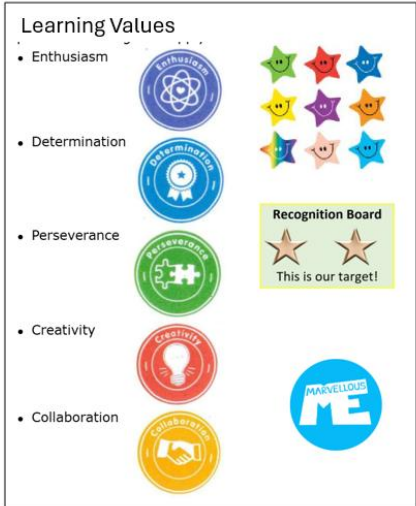
Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can demonstrate positive learning behaviours across the curriculum. This is particularly necessary for some of our children with more complex needs and SEMH needs.

In line with the EEF report's recommendation 4, we recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat pupils down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour." Paul Dix, Pivotal Education

The school has three simple rules 'Be Ready, Be Respectful and Be safe which can be applied to a variety of situations and are taught and modelled explicitly. Our Behaviour Blueprint is clearly displayed around the school. APPENDIX A.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies	Recognition Over & Above
1. Be ready 2. Be respectful 3. Be Safe	1. Daily meet and greet 2. Expected behaviours praised first 3. Positivity boards	1. Recognition boards 2. Learning Value Certificates 3. Hot chocolate with Bramble 4. Christian vision award 5. Home contact Class Dojo/phone call – positive note 

Relentless Routines		
Praise in Public (PIP) Remind in Private (RIP)	Wonderful Walking around school Count Down from 5	Consistent language Time IN not Time Out

Behaviour Pathway Our stepped approach to boundaries with micro scripts
We use a consistent and gentle approach to addressing poor choices: use pupil's name child level eye contact deliver message

1. REMINDER
I noticed you chose to (noticed behaviour) This is a REMINDER that we need to Be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening <i>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk wonderfully. Thank you for listening.'</i>
2. WARNING
I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. (TIME IN not TIME OUT) If you choose to break the rules again you leave me no choice but to ask you to leave the room / go to the reading area / shared area/ phase leader's classroom (pupil's name), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation <i>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</i>
3. CALMING TIME
I noticed you chose to (noticed behaviour) <u>Classroom/ shared area</u> You need to: 1. Wait outside the classroom/Go to reading area/ Go to shared area 2. Go to sit with the other class in our year 3. Go to sit in the Phase Leader's classroom 4. Go to Deputy or Headteacher's office <u>Playground</u> You need to: 1. Stand by other staff member 2. Stand at the wall/ on the star 3. Go to Deputy or Headteacher's office 4. I will come and speak to you in two minutes <i>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</i> TIME IN not TIME OUT that counts. <i>*DO NOT describe child's behaviour to other adult in front of the child*</i> <i>*Other members of staff must not ask the child to describe their behaviour or get involved unless prompted*</i>
4. FOLLOW UP, REPAIR AND RESTORE
1. What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? What should we do to put things right? How can we do things differently? <i>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is Important*</i>

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour

- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Language around Behaviour

At Bitterley CE Primary School we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. We refer to a child's behaviour becoming 'dysregulated'.

Conversations should follow a script and behaviours should be discussed as the behaviours they are presenting, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the class teacher, teaching assistant or lunchtime supervisor who was first to notice and deal with the behaviour.

Sanctions and consequences

Sanctions should:

1. Make it clear that unacceptable behaviour affects others, is a serious offence against the school community and is contrary to the school's Values
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
4. Sanctions need to be in proportion to the offence

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

All incidents are logged on My Concern.

To support consistent approach to recording incidents on My Concern, a levelled approach is used. These 'Levels' are not referred to with the pupils and must be applied using professional judgement.

The consequences below are indications of the level of consequence and are not an exhaustive list. Consequences are personal to the individual pupil and their needs.

Typical behaviours at Level 1

- Low Level disruption
- Failure to follow instructions (first time)
- Low Level failure to be Ready, Respectful or Responsible. Corrected following reminders.

Possible consequences:

- Time In
- Loss of social time

Typical behaviours at Level 2

- Repeated Low Level Disruption or failure to be Ready, Respectful or Responsible
- Significant Disruption to learning of themselves or others
- Verbal or physical aggression

Consequences:

- Time In
- Loss of social time (longer than at Level 1)
- Step out of class

- Take part in Circle/ Reflection Time
- SENDco to provide support alongside the member of staff
- Parents informed of patterns of behaviour and invited in to discuss strategies with teacher

Typical behaviours at Level 3

- Significant verbal or physical aggression
- Discriminatory language or aggression i.e. Racial, Gender, Homophobic, Transphobic • Targeted intimidation or bullying

Consequences:

- Time In
- Loss of social time (longer than at Level 2)
- Movement to another area
- Senior Team and SENDco to provide support alongside the member of staff
- Take part in Reflection Time
- Parents informed of patterns of behaviour and invited in to discuss strategies with teacher
- Behaviour Support Plan is agreed with parents, pupil and school staff

Typical behaviours at Level 4

- Significant incidents of intimidation or bullying, usually repeated incidents.
- Physical assault causing significant harm

Consequences:

- Loss of social time (longer than at Level 2)
- Senior Team and SENDco to provide support alongside the member of staff
- Take part in Reflection Time
- Parents must attend meeting to discuss strategies with a member of the leadership team
- Behaviour Support Plan is agreed with parents, pupil and school staff
- Possible Exclusion
- Possible Managed Move
- External agency support is requested

At Bitterley CE Primary School, we use a clear behaviour pathway that could lead to consequences:

1. **Reminder**
2. **Warning**
3. **Time-In/Calming Time**
4. **Follow up/Reparative Conversation**
5. **Parents should be informed via phone call, pick up update or text**
6. **Incident logged on My Concern**
7. **Possible loss of social time**

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow up/Reparative Conversation then follow the guidelines below:

- ☐ Sent to Class teacher or Headteacher
- ☐ Parents phoned or parents called to school
- ☐ Seclusion (separated to sit for the rest of the day with HT)
- ☐ Fixed Term Exclusion

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Thought will always be given as to how this consequence could affect the self-esteem of a pupil and particularly those pupils with attachment issues.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious incident. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to feel emotionally regulated within a calm and safe space alongside a trusted adult

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour. This could be support from our school counsellor or family learning mentor

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Meetings with the school ELSA
- Use of teaching assistants
- Short or long term behaviour planning
- Intervention placements off-site
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil

Suspension and permanent exclusions

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

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

Please refer to our exclusions policy for more information

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

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

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

When dealing with emotional dysregulation from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

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

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

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

- Showing fairness – ensuring equity rather than equality by providing resources to support a pupil's regulation. Recognising that a child is communicating through their behaviours and usually stem from underlying causes
- Knowing our pupils and their needs well and using our relationships with the pupil and their parents/carers to support new strategies
- Sharing with key adults a range of sensory resources and strategies that work well for each pupil. For example, ear defenders, movement breaks, seating plans, adapted uniform, safe spaces
- Ensuring expectations for pupils are clear to all – use of Widgit visuals, explicit teaching and reminders

Adapting consequences for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, the school will take into account:

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

If the answer to any of these questions is yes, it may be unlawful for the school to consequence the pupil for the behaviour.

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. A behaviour plan may be written involving all staff working with the pupil.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan through Herefordshire's SEND team.

Following a consequence, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. For minor and major incidents it is important that all relationships have a chance to be restored. Adults should model moving on from any situation so that children always feel welcome and nurtured. This is particularly important for the rare occasions where some sort of exclusion has been used:

- Communication with child and parents/carers so they know what to expect on the return to school
- Reintegration meeting for child, parent/carers and key school staff
- Daily support and check-ins for the child with trusted adult or pastoral staff
- Targets or aims set with child and family so they know what they are working on alongside the support they can use

Social transition

In accordance with Keeping Children Safe in Education 2026, our school will not initiate any action regarding a child's social transition. We will only respond if a child or their parent specifically requests support in this area.

Given the primary phase of our school, we exercise particular caution regarding any requests for social transition, recognising that children at this age are still developing their understanding of identity.

Any such requests will be handled sensitively, in partnership with parents, and in line with our safeguarding duties. We will consider each situation individually, taking into account the child's age, maturity, and the views of parents and relevant professionals.

Physical education and changing facilities

In line with statutory guidance and the Equality Act 2010, pupils use changing facilities and participate in PE and sports activities designated for their biological sex. We ensure appropriate privacy and dignity for all pupils during changing times, and make reasonable adjustments for pupils with particular needs, including those with SEND.

Supporting pupils following a consequence

Following a consequence, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. For all incidents it is key for any relationships to be built and restored. All adults should model moving on from any situation and having that fresh start, so that pupils feel nurtured and welcomed. It is important when a child has had a suspension that there;

- clear communication with the parent/carers and the pupils so they know what to expect
- A planned reintegration meeting with key school staff
- daily support and check-ins for the pupil with a trusted adult
- A clear personalised plan shared with all staff

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year through planned transition meetings.

Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Confiscation, searches, screening

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

Confiscation

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

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

Prohibited items include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Tobacco and cigarette papers, e-cigarettes and vapes
- Fireworks
- Pornographic images
- **Images (including AI-generated or manipulated images) that constitute evidence of an offence or could cause harm to another person**

Searching a pupil

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.

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

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

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

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

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

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead to try and determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

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

Outer clothing includes:

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

Searching pupils' possessions

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

- Desks
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened

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

Support after a search

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

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

Off-site behaviour

Sanctions may be applied where a pupil has made poor behaviour choices off-site when representing the school. This means behaviours such as:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has made a poor behaviour choice off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Mobile phones and smart devices

In line with DfE guidance (2024), our school operates as a mobile phone-free environment during the school day to:

- Minimise disruption to learning
- Protect pupils from harmful content and online bullying
- Support positive behaviour and face-to-face interactions
- Reduce safeguarding risks

Where possible mobile phones and smart devices should not come into school. However, if for a particular reason a parent feels, that for the safety of the child, that they would like them to bring a mobile phone into school then the following rules will be adhered to:

- Arrangements will be agreed to between parent and school prior to a device being brought in.
- The device will be switched off before entering the school grounds.
- The device will be handed in to the class teacher for safe keeping during the day.
- The device will be given back at the end of the school day and not be switched on until the device has been taken off the school premises.

Failure to comply with the mobile phone policy will be addressed through our behaviour pathway, with consequences including confiscation of the device.

Online behaviour

The school can issue behaviour consequences to pupils for online poor behaviour choices when:

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

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

Suspected criminal behaviour

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

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If it is this will be done by a member of SLT

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

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

Sexual harassment and harmful sexual behaviour

The school has a zero-tolerance approach to sexual harassment, sexual violence, and harmful sexual behaviour, including:

- Sexual comments, jokes, or taunting
- Physical behaviour such as deliberately brushing against someone, interfering with clothes, or displaying pictures/photos/drawings of a sexual nature
- Online sexual harassment, including **sharing of nudes or semi-nudes (including AI-generated or manipulated images)**, inappropriate comments on social media, exploitation and coercion, and pressuring someone to share images
- **Child-on-child sexual harassment**, which can include unwanted conduct of a sexual nature that creates an intimidating, hostile, degrading, humiliating or offensive environment

In line with Keeping Children Safe in Education 2026, we recognise that:

- Sexual harassment and violence can occur between children of any age and sex
- It can occur through a group of children sexually assaulting or harassing a single child or group of children
- Children who are victims of sexual harassment or violence may find it difficult to report
- **Image sharing, including AI-generated or manipulated images, is a serious safeguarding concern**

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

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

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

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

Malicious allegations

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

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

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

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

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

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Paul Dix strategies <https://whentheadultschange.com/>
- The key needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Restorative practice

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

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

The data will be analysed annually

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

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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

➤ The headteacher will report to governors termly on:

- Patterns and trends in behaviour data
- The use of removal from classrooms
- Incidents of discrimination, harassment or bullying (including those related to protected characteristics)
- **Incidents involving sexual harassment or harmful sexual behaviour**
- Use of reasonable force
- Suspensions and permanent exclusions

- This data will be used to evaluate the effectiveness of this policy and identify any necessary changes to practice or additional support needed for particular groups of pupils.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governors annually to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by governors.

14. Links with other policies

This behaviour policy is linked to the following policies

- Child protection and safeguarding policy
- SEND policy

BITTERLEY C OF E PRIMARY SCHOOL

"Be courageous; be strong. Do everything in love" (1 Corinthians 16:13–14)

<u>Our rules – The 3 R's</u>	<u>Visible consistencies</u>	<u>Recognition</u> <u>(Over and Above)</u>
- Be Ready - Be Respectful - Be Safe READY Prepared • Focused • Equipped RESPECTFUL Kind • Considerate • Polite SAFE Careful • Calm • Sensible	- Daily meet and greet - Looking - Listening - Sitting Good looking • Good listening • Good sitting	Recognition boards Learning Value Certificates Hot chocolate with Bramble Christian vision award Home contact – Positive note/ Class Dojo/ Phone call

<u>✓ Relentless Routines ✓</u>
Praise in Public • Consistent language • Wonderful walking Remind in Private • Time in, not time out • Countdown from 5

<u>Stepped Boundaries</u>	<u>Micro scripts</u>	<u>Restorative questions</u>
- Reminder of rule: Ready, Respectful or Safe - Last chance warning using micro script - Time in calming down - Repair and restorative conversation - Parental involvement including the child - Restorative conversation – SLT (straight to this step if serious incident) - Individual behaviour plan - Exclusion	- I can see that maybe you're feeling... - I can see that because you are... - The consequence of this will be... - Do you remember when you were Ready / Respectful / Safe? That's who I need to see again. - Thank you for listening.	- What has happened? (neutral, dispassionate language) - What were you feeling? - What have you felt since? - How did this make people feel? - Who has been affected? - What should we do to put things right? - How can we do things differently?

Appendix B

Behaviour Pathway
Our stepped approach to boundaries with microscripts
We use a consistent and gentle approach to addressing poor choices: use pupil's name child level eye contact deliver message
1. REMINDER
I noticed you chose to (noticed behaviour) This is a REMINDER that we need to Be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening <i>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk wonderfully. Thank you for listening.'</i>
2. WARNING

I noticed you chose to (noticed behaviour) This is the second time I have spoken to you.

You need to speak to me for two minutes after the lesson. (TIME IN not TIME OUT)

If you choose to break the rules again you leave me no choice but to ask you to leave the room / go to the reading area / shared area/ phase leader's classroom (pupil's name),

Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

3. CALMING TIME

I noticed you chose to (noticed behaviour)

Classroom/ shared area

You need to:

5. Wait outside the classroom/Go to reading area/ Go to shared area
6. Go to the nurture nest
7. Go to the headteacher

Playground

You need to:

8. Stand by other staff member
9. Go to the nurture nest
10. Go to the headteacher
11. I will come and speak to you in two minutes

Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

TIME IN not TIME OUT that counts.

DO NOT describe child's behaviour to other adult in front of the child

Other members of staff must not ask the child to describe their behaviour or get involved unless prompted

4. FOLLOW UP, REPAIR AND RESTORE

6. What happened? (Neutral, dispassionate language.)
 7. What were you feeling at the time?
 8. What have you felt since?
 9. How did this make people feel?
 10. Who has been affected? What should we do to put things right? How can we do things differently?
- *Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is Important**



At Bitterley CE Primary we are:

Ready	Responsible	Safe
		



1. Reminder
2. Warning
3. Thinking / calm time
4. Follow up / restorative conversation

I noticed you chose to...

This is a reminder that we need to be
ready / responsible / ready

You now have had the chance to make a
better choice, just like you did...