"Everyone can achieve, everyone can learn, everyone belongs"

BEHAVIOUR POLICY

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History of most recent policy reviews:

Date (Annual)	Review	Governor Committee with responsibility
September 2022	Reviewed in line with updated guidance	**Education Committee**
July 2023	Update to reflect adaptations to behaviour policy in EYFS	**Education Committee**
June 2024	Language and process clarification to better align with practice.	**Education Committee**
June 2025	Reviewed in line with updated guidance	**Education Committee**
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Statement of intent

Air Balloon Hill Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Encouraging good behaviour and respect for others
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equity and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Developing positive relationships with pupils to enable early intervention.
- Encouraging positive relationships with parents.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.
All staff will be made aware of how potentially traumatic adverse childhood experiences (ACES), including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.
This policy seeks to clearly identify school practice in relation to promoting positive behaviour and improving behaviour - where it falls below school expectations. The policy will also outline the school's use of sanctions in line with statutory guidelines including the Equality Act (2010) in respect of safeguarding and pupils with special educational needs.

Legal framework

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

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2024) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2025'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Restrictive interventions, including use of reasonable force, in schools'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2026) 'Mobile phones in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

In addition, this policy should be read in conjunction with our:

- Safeguarding and Child Protection Policy
- Anti-bullying Policy
- Pupils' Personal Electronic Devices Policy
- Management of allegations against staff and volunteers
- Special Educational Needs Policy
- Suspensions and Exclusions Policy
- Restrictive Interventions Policy Online Safety and Social Media Policy

This, and all our policies, acknowledges the school's legal duties under the Equality Act 2010, in respect of pupils with Special Educational needs and Disabilities (SEND) and protected characteristics such as disability, gender, sexual orientation, ethnic or national origin and religious or non-religious belief.
The school will publicise the school behaviour management policy, in writing, to staff, parents and pupils at least once a year and it will be published on its website (School Information (England) Regulations 2008)
The standard of behaviour expected of all pupils is included in the school's home-school agreement which parents are asked to sign following their child's admission to Air Balloon Hill Primary School.

Positive behaviour in school

The behaviour policy of Air Balloon Hill Primary School reflects the school's vision: ***we look to the stars,*** and our values:

- Everyone can learn
- Everyone can achieve
- Everyone belongs

In terms of behaviour, these principles are upheld by three expectations that are demonstrated by every member of the school community:

- Be Safe
- Be Kind
- Be Respectful

The school promotes and acknowledges those who demonstrate these expectations through **praise in public (PIP)**. This can include*:

- Positive verbal recognition
- Class based stickers
- Gem cards and raffle tickets
- Class gem competitions
- Celebration certificates
- SLT stickers and recognition
- Team points
- Acknowledgement of positive behaviour to parents/carers

*We believe that class teachers should have discretion in how they choose to promote and acknowledge positive behaviour in class so it is always age appropriate and pertinent to the specific class.

It is expected that everyone should recognise and acknowledge pupils who are being safe, kind and respectful around school. We believe that whole school behaviour improves through the regular, and public, recognition of positive behaviours.

GEM power

Our gems are a metacognitive approach to teaching and learning. Children's ability to reflect on themselves as learners (metacognition) is recognised as critical to children becoming resilient and successful learners. The gems make metacognition skills more explicit, easier to understand and therefore learnable. They are a common language that are used throughout the school by staff and pupils. We use our GEM powers to help us be safe, kind and respectful. The GEM powers are:

- **Sapphire Power**: Engagement – being focused and managing distractions when working towards a goal.
- **Diamond Power**: Responsibility – being able to solve problems and take ownership of our actions.
- **Emerald Power**: Resilience – being able to learn from our mistakes, and remain positive.
- **Ruby Power**: Empathy – being aware of others and how we make them feel.
- **Topaz Power**: Collaboration – being able to work in partnership with other people.

Classes may focus on specific gem powers and implement 'gem competitions' where pupils can earn a whole class reward. Each class has a gem behaviour display where pupils can move their name or picture onto the appropriate gem as they demonstrate that gem power through their behaviour.

In Reception, gems are linked to the 'Characteristics of Effective Learning', which are part of the Early Years Foundation Stage Curriculum. The statements attached to each gem detail the ways in which children learn from their environment, experiences and activities. Throughout the day staff observe and discuss pupils' engagement, motivation

and thought processes. At the end of each day, gem stickers are awarded to individual children to celebrate learning and successes. Gem powers are tracked using the class Pirate Chart Game behaviour chart.
Pupils in Key Stage 1 (Y1 & 2) have **GEM** *cards* which allow them to identify times when they have harnessed their GEM powers and to evaluate which GEM powers they need to develop further. When each card has been completed, they are awarded with a gem badge and their card is sent home as an acknowledgement of this achievement. Pupils can then move onto evolved cards where they can evidence their mastery of the

GEM powers and earn evolved gem badges
In addition to stickers, pupils in Key Stage 2 (Y3-6) earn raffle tickets for demonstrating their different GEM powers. The raffle ticket is sent home so that pupils can share how using their GEM powers has helped to support their learning or behaviour. A class raffle is drawn at the end of the week when pupils may earn a prize or reward.

Pupils who demonstrate positive GEM powers are recognised in our Celebration Assemblies each week and celebrated in the school newsletter.

GEM Behaviour Curriculum and Team Points
Our GEM behaviour curriculum is taught to all pupils in Key Stage 1 and Key Stage 2, through our school assemblies. This enables pupils to understand what behaviour is expected and encouraged and what is unacceptable. This includes the development of social norms, the key habits and routines required by the school, e.g. super walking or being polite to others. Pupils observed demonstrating positive GEM behaviours are awarded team points for their team. The winning team is announced each week in our Celebration Assemblies and trophies awarded to the team who wins at the end of term.

Managing behaviour in school
The school values positive relationships between staff and children and recognises the importance of consistency and high expectations across the school when managing behaviour. Expectations and routines are explicitly taught to the children to ensure consistency of approach. Clear boundaries help pupils to feel safe and ready to learn. Teaching staff are expected to effectively manage the behaviour of the children in their care. Staff receive training and guidance to do this in line with the school's vision and values. The school uses a range of additional strategies to support children's behaviour so that everyone is able to be safe, kind and respectful.

There are clear protocols in place for managing unsafe, unkind, disrespectful or escalating behaviour in school:

Level One – Behaviour Management
At Air Balloon Hill Primary School, we recognise that for some pupils, staying safe, kind and respectful, is a challenge. We also acknowledge that anyone's behaviour can fall below expectations on a given day. We believe that low-level incidents of poor behaviour can be dealt with swiftly through effective behaviour management strategies so that they do not escalate and pupils' learning remains on-track. Therefore, staff will always seek to adhere to the guidance: praise in public, *reprimand in private (PIP and RIP)*.

In addition to acknowledging and praising positive behaviour, staff use a range of other strategies, which include using the gem behaviour display to remove the pupil's name until they are ready to learn, providing adult support for the pupils with their learning task or moving the pupil to a space in the classroom where they may find it easier to get their learning on track. Staff will ensure that conversations about behaviour are undertaken privately with the pupil.

We believe that de-escalation strategies provide an effective way of supporting pupils with their behaviour. At Air Balloon Hill Primary School, we have developed a 'behaviour script' (see appendix iv) which supports teachers to address behaviour issues in a manner which is safe, kind and respectful. This script may be adapted to meet the needs or age of a pupil.

Level Two – Additional Support
If 'level one' strategies have not enabled a pupil to correct their behaviour so that they are ready to learn, it may be appropriate for the school's pastoral team or senior leaders to offer additional support for the pupil. Level two

support aims to resolve any issues which have led to the behaviour, remind pupils of behaviour expectations and to get learning back on track.

Level Three – Escalated Support
Level three behaviour is that which is unsafe, unkind, disrespectful, leading to a high level of disruption. Level three behaviour requires immediate support from an additional adult and for the pupil to be removed from their current environment for an appropriate period of time (see section below on 'Reasonable Force').

Whenever a level three response has been necessary, resulting in the removal of a pupil from their class, additional support will be put in place, consisting of:

- Ensuring that the pupil has an opportunity to regulate themselves. This may be in the school's 'Milky-Way' room. (See appendix v)
- Exploring underlying issues that may have caused the behaviour.*
- Clarifying appropriate next steps/sanction. (E.g. working away from class for a period of time)
- Making clear expectations for behaviour, moving forward so learning can resume.*

*It may be appropriate for this to be carried out after the appropriate next step/sanction has taken place.

Individualised support, consequences and sanctions

For the majority of time, if a pupil has behaved in a way that has not been safe, kind and respectful, this can be managed using the strategies outlined in the managing behaviour in school section of this policy. It may be appropriate however, for a pupil to receive specific individualised support, or consequence/sanction:

Behaviour Plans and GEM Generators
We recognise that some pupils need additional, and on-going, support so that they can independently manage their behaviour. To support these children, we use behaviour plans and GEM *Generators*. (see appendix vi for an example) These allow the pupils to identify which behaviours they need to focus on during the school day. Their day is evaluated by the class teacher and school leaders, alongside the child, so that they can see their successes and areas to improve. Pupils on GEM Generators have the opportunity to earn GEMS throughout the week which, when a target number is achieved, will result in an acknowledgement of their improving behaviour and a negotiated activity.

Personal timetables
If a pupil's behaviour is continuing to be unsafe, unkind or disrespectful, it may be necessary for their timetable to be structured in such a way that safeguards against others being hurt, upset or offended. This can include a timetable of specific activities and locations at break and lunchtime where the pupil must report to as opposed to self-selecting their own activities. This measure will be shared with parents and carers as required.

Personal reflection and resolution
If a pupil's behaviour has been unsafe, unkind or disrespectful, it may be appropriate for that pupil to have a reflection. This will typically be conducted by the class teacher using an agreed structure (see appendix ix). If appropriate, a reflection can be escalated to a middle or senior leader. This may be due to a repeated incident of misbehaviour or if the incident is considered significant enough to warrant intervention at a senior level. There is also support for children during lunchtime, provided by a senior leader, to help them resolve any conflict that may have occurred in the playground. The aim this process is always to resolve disputes swiftly and positively so that children can return to play and be ready to learn for the afternoon. Reflections and resolutions are recorded on Arbor as appropriate.

Working away from class
If a pupil's behaviour has been repeatedly unsafe, unkind or disrespectful, senior leaders may direct the pupil to work away from their class for a proportionate amount of time. This can be in a partner class (EYFS or if part of a pupil's support plan) or in a senior leader's office. The pupil must be clear about how their behaviour has impacted on others

and must be set an appropriate level of work that they can complete independently. Before they return to class, the class teacher must establish with the child the expectations for their behaviour once they return to their class.

Internal suspension

If a pupil's behaviour has required level 3 support in order to keep them - and others - safe, it may be appropriate to issue an internal suspension for a fixed period of time. Parents/carers will be informed of this decision and it will be recorded. During an internal suspension, the pupil will work alongside a senior leader for an agreed amount of time. During this time, the senior leader will discuss with the pupil their behaviour and expectations for moving forward.

Fixed term suspension

If a pupil's behaviour is judged to have been significantly unsafe, unkind or disrespectful, the Headteacher (or acting Headteacher) has the power to suspend a pupil from the school. The school will use the 'Suspension Toolkit' to inform this decision and to consider any mitigating circumstances. A pupil can be suspended for one or more fixed periods, for up to 45 days within a school year. If issuing a fixed term suspension, the Headteacher must inform the parents for the decision to suspend, making it clear in the suspension letter to the parents that they can, if they wish, appeal against the decision to the Governing Board and the process to follow to make any such appeal. All suspensions will be reported to Governors via the Head Teacher's report and to The HOPE school (Bristol's virtual school for children in care) if the child is in care. If the fixed term exceeds five days, this must be reported to the local authority (see Suspensions and Exclusions Policy for further information).

Permanent Exclusion

If the decision is made, by the Headteacher (or acting Headteacher), to permanently exclude a pupil, the parents, chair of governors and local authority must be informed - including The HOPE school if the child is in care - giving the reasons for the permanent exclusion. At the same time, the Head Teacher must make it clear in the exclusion letter to the parents that they can, if they wish, appeal against the decision to the Governing Board and the process to follow to make any such appeal (see Suspensions and Exclusions Policy for further information)..

Special Educational Needs

At Air Balloon Hill Primary School, we strive to implement systems that can include all our learners. However, sometimes a child's needs will be more complex and therefore, a different system of behaviour management will be in place for them. Initially the class behaviour system will be used. If this is not working, the Assistant Head responsible for Inclusion or the Deputy SENDCO will be approached. Working together, staff may implement different systems involving very small steps and very clear rewards and sanctions.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.
The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Appropriate interventions
- Individual rewards and sanctions
- Support from additional adults, such as the school's Children Support Worker (CSW)
- Alternative unstructured time arrangements
- Personalised timetables
- Positive Handling Plan/Risk Assessment
- Sensory resources (if directed by Assistant Headteacher for Inclusion or Deputy SENDCo)
- Training for staff in understanding autism and other conditions

Where a pupil has Social, Emotional and Mental Health Difficulties (SEMHD), the schools' Senior Mental Health Lead (Assistant Head for Pastoral and Safeguarding) may work alongside the Assistant Head for Inclusion to plan appropriate support using a support plan which will be regularly reviewed. If a child's SEMHD are still proving to be a

barrier to learning, then advice may be sought from outside agencies and professionals. This is always a joint approach between school and family.

Monitoring and reporting

Day to day
It is the expectation that the vast majority of behaviour management is at the discretion of the class teachers. The school electronic system for logging incidents of unsafe, unkind and disrespectful behaviour (Arbor) is made clear during staff induction and annual whole school operations reviews. Any behaviour incident that is reported must be appropriately categorized and detailed and appropriate middle/senior leaders must be alerted. (See appendix ii)

Safeguarding
Where any pupil, who is on the school's safeguarding register, causes - or is significantly impacted by - unsafe, unkind or disrespectful behaviour, the reporting adult must ensure that members of the school's safeguarding team are alerted. This information will be added to the child's CPOMS records and appropriate action will be discussed in partnership with members of the school's safeguarding team.

Head's report
The Headteacher will report to governors, through the Head's report, a summary of behaviour incidents across the school. This will allow governors to adequately challenge school leaders on behaviour management and standards of behaviour across the school.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently, for example on de-escalation strategies. New staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

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

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

Child-on-child abuse

All staff should recognise that children can harm other children (including online). Incidents of abuse and harm are treated under both the Behaviour and the Safeguarding and Child Protection policy.
At Air Balloon Hill Primary School:

- Child-on-child abuse is always taken very seriously and will never be passed off as 'banter,' just having a laugh' or 'part of growing up.' Banter and teasing can and should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- We take steps to educate and act and ensure to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse.
- It is understood that child-on-child harm may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.

- Early identification of vulnerability to child-on-child harm is made by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis. Sexual harassment and sexual violence are recognised as forms of child-on-child abuse. These behaviours are never acceptable and will not be tolerated at Air Balloon Hill Primary School. Sexual harassment may include, but is not limited to, unwanted physical contact, sexually suggestive comments, gestures or jokes, online behaviour, or behaviour that makes another child feel uncomfortable, distressed or unsafe. Please see the Safeguarding and Child Protection Policy for further information.

Pupil 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 where information pupils' needs are shared. 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. Pupils with additional needs may be identified for an enhanced transition package, where they will be provided with further transition support.

When new pupils are offered a place at the school, information is obtained from their previous setting. If additional needs are identified, an enhanced transition will be planned. Pupils who join Air Balloon Hill Primary School mid-year meet with their phase Pastoral Leader within their first two weeks so that behaviour expectations are made clear. For pupils who leave Air Balloon Hill Primary Schools, information on behaviour will also be shared with the new setting.

Appendix I Roles and Responsibilities

The Role of the Governing Body

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- The Head Teacher has the day-to-day authority to implement the school behaviour policy, but the Board may offer advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

The Role of the Head Teacher

- It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors on the effectiveness of the policy.
- The headteacher should act in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- It is the responsibility of the Head Teacher to ensure the health, safety and welfare of all pupils in the school and ensure high standards of behaviour from all pupils and that a climate of mutual respect exists between pupils, staff and parents.
- The Head Teacher is expected to model the standards of behaviour that are expected and support the staff by implementing the policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- The Head Teacher has the responsibility for giving fixed-term exclusions / suspensions to individual pupils for serious acts of unacceptable behaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a pupil. The Chair of Governors and the Local Authority will be involved in these decisions.

The role of pastoral leaders

- The school has three pastoral leaders who support behaviour management across the school as determined by their phases. (Year 1&2, Year 3&4, Year 5&6). They are responsible for setting high examples for behaviour and behaviour management across the school and developing the effective use of positive behaviour strategies (including GEM power).
- Pastoral leaders play a key role in the implementation and maintaining of whole school behaviour initiatives which can include co-ordinating gem generators or behaviour plans for identified pupils in partnership with the class teacher and other school leaders. Pastoral leaders will also analyse relevant information linked to behaviour which will inform school policy and practice.
- It is the responsibility of pastoral leaders to help support children with specific behaviour difficulties and to build positive relationships with them and their families so that they can access their learning and maintain the positive behaviour that is expected throughout the school.

The Role of the class teacher

- It is the responsibility of the Class Teacher to ensure that the school's expectations for behaviour are maintained in their class, and that their class behaves positively during lesson times and throughout the school day. They are also responsible for enforcing behaviour expectations throughout the school and school-day regardless of whether they have direct teaching responsibilities.

- It is expected that the class teacher will treat each pupil fairly and manage behaviour consistently. The class teacher is expected to treat all pupils in their class and throughout the school with respect and understanding.
- The class teacher will follow guidance provided by external agencies to support and guide the progress of the pupils that are deemed to require additional support. The class teacher will also work in partnership with the pastoral leaders of the school. The class teacher will report to parents and carers about the progress of each pupil in their class. The class teacher will also contact a parent/carer if there are concerns about the behaviour or welfare of a pupil, in order to determine a way ahead – this may be done in partnership with a pastoral leader or Assistant Headteacher
- Class teachers should ensure that any behaviour plans or gem generators in place for their pupils are being followed as directed and shared with parents/carers
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

The Role of LSAs/HLTAs

- It is the responsibility of support staff to ensure that the school rules are observed by every pupil in their charge and that those pupils behave in an appropriate manner while they are responsible for them.
- It is expected that support staff will treat each pupil fairly and enforce the school rules consistently. Support staff are expected to treat all pupils with respect and understanding and address unacceptable behaviour wherever and whenever they observe it within the school environment.
- Support staff will work with the class teacher to ensure that the needs of pupils with whom they work are reflected in individual behaviour plans.

The Role of the Assistant Headteachers

- The Assistant Head for Inclusion and SENCO is jointly responsible for managing the behaviour of pupils with additional needs across the school, in consultation with the Assistant Head for Pastoral and safeguarding, the Deputy Head and Headteacher. They are consulted and involved in the decision-making process when any pupils with SEND or in receipt of direct, additional funding are identified as needing monitoring. The Assistant Heads ensure that appropriate support plans such as Individual Behaviour Plans, Pastoral Support Plans or transition plans are in place to support pupils' behaviour and that these are regularly reviewed.
- The school's Assistant Heads are also jointly responsible for coordinating a multi-agency assessment should it be considered necessary for pupils who display continuous disruptive behaviour.
- The Assistant Head for Pastoral and Safeguarding is responsible for managing and co-ordinating the pastoral leaders and Children's Support Worker with support from the Headteacher and Assistant Head for Inclusion and SENCO when appropriate. The Assistant Head for Pastoral and Safeguarding Is responsible for overseeing the whole-school approach to mental health

The Role of the Deputy SENDCo

- Along with the Assistant Head for Inclusion, the Deputy SENCO contributes in managing the behaviour of pupils with additional needs in the phase they oversee. They are consulted and involved in the decision-making process when any pupils with SEND are identified as needing monitoring.

The Role of the Children's Support Worker

- The school has a Children's Support Worker who supports behaviour management across the school.
- The Children's Support Worker provides Level 2 and 3 behaviour support for pupils.
- The Assistant Head for Pastoral and Safeguarding or other members of the schools' senior leadership may direct the Children's Support Worker to work with children to support them with issues that are affecting their behaviour, such as difficulties with emotional regulation or anxiety.

The Role of Support Staff including SMSAs

- When Support Staff, including SMSAs, are responsible for ensuring the health and safety of pupils, they will ensure that the school rules are observed by all pupils at those times and that pupils behave in an appropriate manner.
- It is expected that Support Staff including SMSAs will treat each pupil fairly and enforce the school rules consistently. They are expected to treat all pupils with respect and understanding and address unacceptable behaviour.
- Support Staff including SMSAs will liaise with the Pastoral staff and other school leaders to ensure that where unacceptable behaviour is not addressed by pupils after an intervention by support staff, further action is taken under this policy.

The Role of Parents and Carers

- The school works collaboratively with parents, so pupils receive consistent messages about how to behave at home and at school.
- Parents and carers are expected to support their pupil's learning, and work in partnership with the school. Expectations will be set out in the home/school agreement that will be signed on admission. The agreement sets out how parent's and carers will support the school's policies, including this behaviour policy and the school's position that inappropriate physical contact between pupils or towards staff is not tolerated.
- School leaders and class teachers will work hard to provide a dialogue between the home and the school and will inform parents immediately if they have concerns about their pupil's welfare or behaviour. If the school has to use reasonable sanctions as a consequence of inappropriate behaviour, parents will be asked to support the actions of the school.
- If parents have any concern about the way that their children have been treated, they should initially contact the class teacher. If the concern remains, parents should follow the guidance outlined in the Complaints Procedure.

Appendix ii Recording behaviour incidents

Staff are responsible for swift and accurate recording of behaviour incidents within school. Incidents should be recorded on Arbor using the correct categorisation with the appropriate level of alert to school leaders. This will mean that school leaders can monitor patterns and/or trends in behaviour in order to make sure that school action is appropriate and proportionate. Where staff are recording incidents of Child-on-child abuse, this should also be recorded on CPOMS, our school safeguarding electronic system.

The protocol for reporting behaviour incidents is as follows:

Types of behaviour

Unsafe	Unkind	Disrespectful
Moving around the site, absconding from the classroom/school site, play fighting, rough play, use of equipment/resources, climbing, hurting others or causing damage when dysregulated, fighting.	Name calling, not sharing, leaving someone out, intentionally hurting someone else (physically and emotionally) or causing damage to property.	Ignoring instructions, answering back, inappropriate body language tone of voice, work refusal, swearing, stealing, lying, graffiti.

Incident Levels

Level 1	Level 2	Level 3
Incidents managed by the staff member. Little disruption to learning or impact on others.	Level of misbehaviour or disruption requires support from additional adult but may not involve the child having to be removed from their current environment. Order restored swiftly. An appropriate level of reflection is likely to be issued.	High level of disruption which required immediate support from additional adult which required the child to be removed from their current environment for an appropriate period of time. An appropriate level of reflection/sanction is likely to be issued. Racism, sexism, homophobia, transphobia, bullying, cyber-bullying are all Level 3 for alert purposes.

Appendix iii School Powers

Pupils' Conduct Outside of School

Staff have the authority to discipline pupils for misbehaviour outside of the school premises "to such extent as is reasonable" and in accordance with this policy. Staff may discipline pupils for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of staff or the public.
- Could adversely affect the reputation of the school.

In all cases of misbehaviour, staff can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

Removal from the classroom

Disruptive pupils can be removed away from their class and other pupils for a limited period with a senior leader. Removal from the classroom will only be used as a serious sanction when behaviour presents a risk to safety or learning. Pupils will continue to receive supervised, meaningful education and will not be removed longer than necessary. Pupils will be given time to eat or use the toilet. Parents will be informed on the same day.

Absconding students on the school site

Students may abscond for a number of reasons, but usually it is a result of a disagreement with other pupils. Our response will vary according to circumstances.

Absconding from Class

If a pupil leaves or attempts to leave the classroom without permission, staff will immediately check the pupil's whereabouts and ensure the pupil is safe. In some cases, a pupil may move a short distance away in order to regulate their emotions. Where this occurs, staff will ensure appropriate supervision and will follow up promptly to support the pupil to return to learning. Staff may take the pupil to an appropriate space in the school to help them to regulate, such as 'The Nook' or 'Milky Way' rooms.

Absconding from the school site

If the young person is actually seen to leave the site, staff will note the time and monitor them as long as possible; then, take note of the direction they were last seen headed. On no account will staff attempt to chase the student – this may lead to reckless behaviour and place the pupil at increased risk of harm. Staff will be guided by the school's Critical Incident Plan.

The Head or Deputy/Assistant Head will be notified, and contact will be made with parent, carers and the relevant parties, including the police once it has been determined that the child or young person is not in the immediate vicinity or has returned to site.

Absconding on a Trip or Visit

In this event, if a child or young person cannot be located then staff will immediately inform the police, providing details as observed and a description of the student. Staff will be guided by the school's Critical Incident Plan.

Confiscation of Student's Items

A member of staff, with pupils' consent, may search for any banned item and confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. This would normally consist of requesting the pupil to "turn out their pockets" or empty their bag. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Before and after any search, staff will consider safeguarding implications, pupil dignity and proportionality. Any safeguarding concern identified will be reported immediately to the DSL

The Power to search without consent for "prohibited items" includes:

- Knives and weapons
- Mobile phones or personal devices suspected of containing inappropriate material or emails used in 'cyber-bullying' incidents
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
    - To commit an offence; or
    - To cause personal injury to any person, including the pupil themselves; or
    - To damage the property of any person, including the pupil themselves.

Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property. Weapons, knives and inappropriate images on mobile phones or other devices will always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. Parents will always be informed if a student's possessions have been confiscated and not returned by the end of day.

Other Banned Items

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- Sweets or chewing gum
- Toys (including sensory/fiddle toys which are not part of planned SEND provision)

- Energy drinks
- Make up
- E-cigarettes and vapes
- Lighters
- Mobile phones or other electronic devices (see below)

Pupils are not permitted to bring internet enabled smartphones onto the school site. Pupils who walk to or from school alone may bring a non-internet enabled phone (a basic phone without internet or apps). These phones must be switched off and handed in each morning and will be stored in the school office. Please see the Pupil Personal Electronic Device policy for further information. Any pupil found using their mobile phone during the school day will have their device confiscated. The headteacher will determine the proportionate length of time for confiscation.

Power to use Reasonable Force and other restrictive interventions

All members of staff have a **legal power to use reasonable force**, as one form of **restrictive intervention**, where this is **necessary, proportionate and used as a last resort** to keep pupils or others safe. Reasonable force may only be used to:

- Prevent a pupil from committing a criminal offence
- Prevent injury to the pupil or others
- Prevent damage to property
- Prevent disorder among pupils at the school, whether during a teaching session or otherwise

Physical restraint, as a form of restrictive intervention, will only be used as a last resort and staff members will use their professional judgement of the incident to decide whether physical intervention is reasonable, necessary and proportionate in the circumstances.

The Head and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items such as knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

All incidents of physical restraint will be recorded on the same day and logged on Arbor. Records will identify why the use of positive handling was deemed reasonable, proportionate and necessary. These records will be monitored by senior leaders and may inform pupils' provision plans and/or future training. Parents and carers will be informed on the same day, in writing, if positive handling was necessary to keep their child, and/or others, safe.

Where staff have been required to use reasonable force, the Assistant Headteacher for Inclusion or Assistant Head for Pastoral & Safeguarding will create a 'Positive Handling Plan', which will be reviewed annually and after any incident. All incidents involving the use of reasonable force must be in accordance with Air Balloon Hill Primary Schools Restrictive Intervention Policy.

Unsubstantiated, malicious allegations against members of staff

Any allegation against staff would be dealt with under the allegations against staff policy.

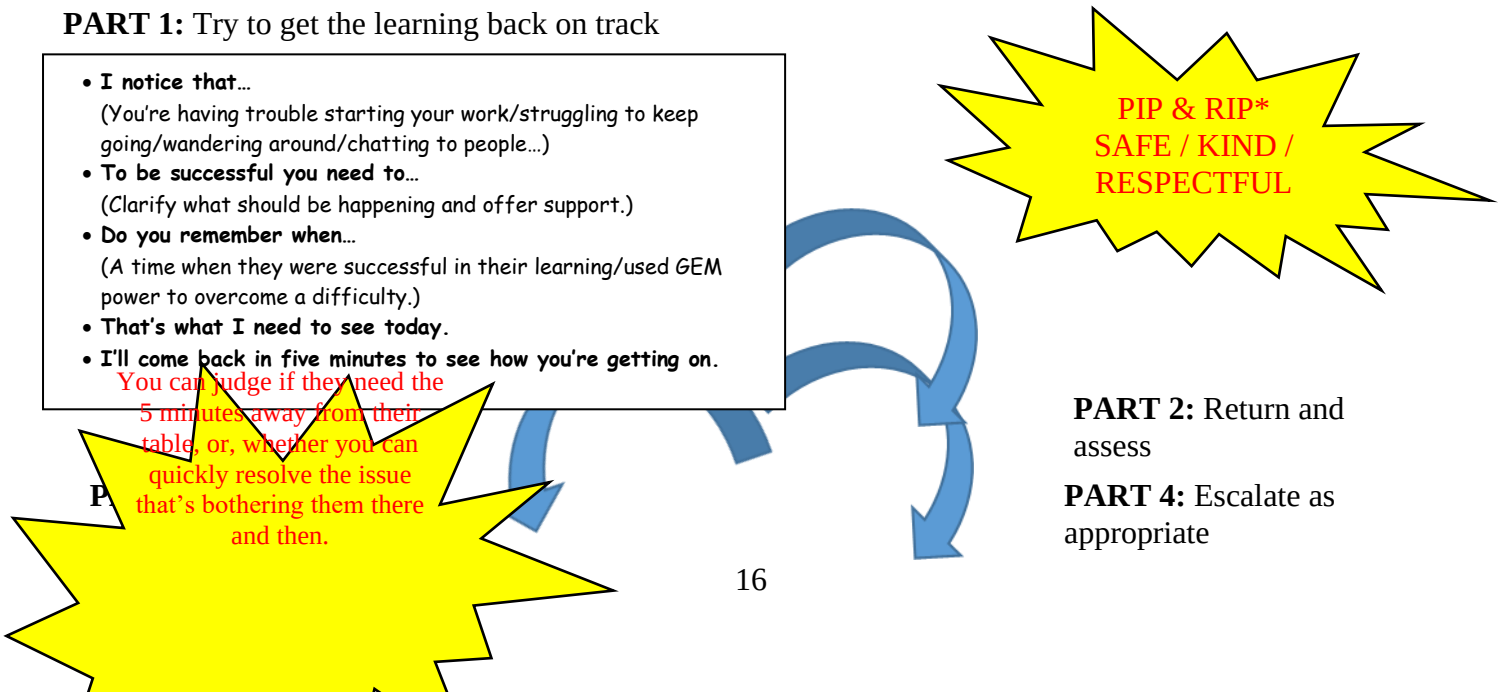
Keeping Children Safe in Education (2025) states:

If an allegation is determined to be unsubstantiated, unfounded, false or malicious, the LADO and the case manager should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to local authority children's social care may be appropriate.

If an allegation is shown to be deliberately invented or malicious, the school or college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy

Appendix iv Air Balloon Behaviour Script

By using a script, we control the way in which adults respond to a child's behaviour.
It provides a clear and systematic template that seeks to re-engage children with their learning.
The language can be adapted according to key stage but everyone should be able follow these simple steps.



- **I notice that…**
  (You're focussed on your work, that's great (PIP) *or* clarify how you can tell the learning isn't back on track yet.)
- **Remember, to be successful you need to…**
  (Clarify what should be happening and offer support.)
- **If something is upsetting you…**
  (I'd like you to tell me about it when we have more time. Would you like that?)
- **I know that you can be successful today. I'll come back in five minutes to see how you're getting on.**
- **If the learning isn't back on track I'll need to make a change to help you.**
  (You could suggest what this might look like: working in a different space etc)

- **I notice that…**
  (You're focussed on your work, that's great (PIP) *or* clarify how you can tell the learning isn't back on track yet.)
- **If you can't focus on your learning now, you'll need to make it up at break or lunch.**
- **If something is upsetting you…**
  (I'd like you to tell me about it when we have more time.)
- **I know that you can be successful today. You need to choose how…**
  (Decide what needs to happen: work at a different table/work in a partner cla… work with SLT.)

You will need to speak to the child after the lesson to discuss what happened and how to prevent it from happening again. Focus on GEM power.

*Praise in Public / Reprimand in Private

Children are not their behaviour.
This script better enables them to take responsibility for their behaviour whilst knowing that you care about them.
The adults should always be the calmest people in the room.

- **I need you to be safe/kind/respectful…**
  (What would being safe look like in comparison to how they're behaving?)
- **I need to ask another adult to come and help you.**
  (Phone for a member of SLT/pastoral team who will come and support.)

Appendix v The Milky-Way

The Milky-Way is the small room next to the packed lunch hall. It is a safe place, filled with cushions, a tent, sensory objects, for children who have become de-regulated causing their behaviour to become unsafe.
Any child who accesses the Milky-Way will be accompanied by an adult whose role it is to support the child regulate and become safe so that a restorative process can begin resulting in the child returning to their learning.
When working with a child in the Milky-Way, adults will use a version of the Air Balloon behaviour script.

- **I notice that…**
  (You seem angry/you seem upset/something has bothered you/you seem frustrated…)
- **Tell me about it. You talk, I'll listen.**
  (Use this time to just listen. Let them articulate their version without interruption or clarification)
- **I understand that his has upset you.**
- **When you are feeling calmer we can talk about what is going to happen next.**
  (Allow them time to calm down. Some children will prefer you not to talk to them, some will engage with distractions.)
- **I can see that you're calmer now. Let's talk about what happened.**
  (Now you can clarify events and establish a clear narrative.)
- **I can see that you are calm now. Let's think of different ways you could have acted that would have been safer/kinder/more respectful.**
  (During this stage you can talk about GEM power and how this would help them spot - and act on - the early signs that they were becoming upset.)
  What shall we do now, to help us move on?
  (This process should involve an appropriate level of restorative action: tidying up/showing we're sorry/identifying something that will help them re-engage with their learning)
  You're really showing your GEM powers! I think you're ready to move on.
  (The adult will need to judge how ready the child is to return to a class environment. Most children will require 20 minutes of 'being calm' before returning.)

If the child isn't ready to talk, acknowledge this and say that you'll give them 5 more minutes.

A child may have unrealistic perceptions of blame. The adult will need to guide them through this so that they can positively engage with the notion of being safe / kind / respectful.

The restorative process may be superficial (let's tidy the Milky-Way before we leave). A deeper restorative process may only be appropriate at a later stage in the day/week.

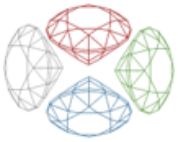
FAQ	Answers
Can anyone use the room?	Yes. As long as they are accompanied by an appropriate adult who is skilled at de-escalation strategies. Adults will radio in when they are working with a child in the Milky-Way or if they need support.
Is the room timetabled?	The room may be used for some SEND groups and it can also be a space for any 1:1 meetings with children.
What should I do if I see a child go in unaccompanied?	Alert a member of SLT straight away.
Can I use the room as a reward?	No. It is a space for children who need to regulate their behaviour so that they can safely return to a learning environment.
What are the consequences for a child who has not been safe/kind/respectful and been escorted to the Milky-Way?	That will depend on the child, their behaviour and the context of the situation. It may seem like a child is 'getting away with something' because they return to class straight away but this is not an accurate perception. A consequence / restorative action may need to be carefully planned and put into action at a later date. Often, in these cases, a sanction is not appropriate.

Appendix vi The Gem Generator (typical example)

This is **NAME's** GEM generator

NAME, you are trying to strengthen the following gem powers!

Diamond Power: Making safe choices at playtime and not being influenced by others.
Emerald Power: Making sure that you are always polite and treat people with respect.
Sapphire Power: Being aware of your surroundings and making appropriate and safe behaviour choices around the school.
Ruby Power: Being aware of how others are feeling and using kind words - even when disagreeing with someone.



Acknowledgement

If the target total is achieved, there will be an agreed acknowledgement activity at the end of the week.

For each session, you should self-evaluate the strength of your gem power. Your teacher(T) will also give you a score for each session. If your teacher scores you 2 or above, colour in a gem. If you have scored ☐ or more throughout the day, colour in the big gem. A school leader will check-in with you during the week to see how you are doing and consider your next steps.
Don't forget to give your gem generator to an adult who is on duty at break and lunch time so they can give you a score too!

Gem Power Scores: **1** = low power **2** = medium power **3** = high power

Day	Session 1		Session 2		Break		Session 3		Lunch		Session 4		Session 5		Total
Mon		T		T		T		T		T		T		T	
Tue		T		T		T		T		T		T		T	
Wed		T		T		T		T		T		T		T	
Thu		T		T		T		T		T		T		T	
Fri		T		T		T		T		T		T		T	

At the end of the week, this gem generator was reviewed by:

Next Steps: ☐Continue with gem generator ☐Adapt gem generator ☐Gem generator no longer needed

Appendix vii Everyday behaviour strategies provided in the staff handbook

When we talk about 'managing behaviour', we mean trying to get children, who are *not* being safe, kind or respectful, to become so – quickly! We can promote high expectations as much as we like but to achieve them, we sometimes need to address poor behaviour directly. To do this successfully, adults must be clear, consistent and controlled (whilst not coming across as confrontational).

The '**behaviour script'** works because it follows a process that enables children to re-engage with their learning. However, there are many behaviour strategies that adults can use *before* deploying the script. These strategies share some key commonalities

- A focus on using the **right words** that avoid confrontation.
- Getting children to **notice the behaviour** around them in a respectful way. (PIP & RIP)
- Managing the **adult's emotions** when addressing poor behaviour.

The following strategies are easy to incorporate into your daily behaviour management practice and can be used by any adult in many situations during the day.

Teach, don't tell

It is important to explicitly tell your children the behaviour that you are expecting to see.

- *'I am waiting for you to be ready'.*
- ✓ *'I need you to put your hands in your laps and look at me.'*

You may need to teach and practice specific behaviours that they are struggling with. For example, teaching them how to tidy up and sit down on the carpet in different steps (e.g. stop-tidy-tuck chair in-move to carpet-sit and look at teacher with hands in lap). This could be a focus for a teacher vs class gem competition. Getting these expectations in place at the start of the year is very important and is worth the effort.

"Thanks" not "please"

'Thanks' is a more expectational word than 'please'. It allows teachers to be respectful whilst also making clear your expectations for behaviour. Consider the difference between these two examples:

- *Please can everyone stop talking?*
- ✓ *You need to be sat in your chairs, facing this way and ready to listen…thanks.*

Or

- *Julie, can you stop talking please?*
- ✓ *Julie, make sure you're facing this way…thanks.*

By adding in a 'thanks' at the end of your sentence, you are making your expectation clear and making it sound achievable. It also avoids focusing on the 'negative' or getting into conflict. Also, avoid asking 'why' questions. (Why are you still talking? Why did you do that?) These sorts of questions invite long-winded, irrelevant answers. Remember, your goal is to stop the misbehaviour and quickly move on with the lesson.

Take-up time

Remember that children will often need a bit of time to follow your instruction especially if you have picked them up on some behaviour that they need to change. In the behaviour script, we give children 5 minutes to reflect on our observation about their current behaviour and make a change towards expected behaviour. This time breaks any tension between teacher and pupil and gives children the space to change without feeling like the teacher is standing over them.

It is often a good idea to create distance between you and any child whenever you have cued them in to expected behaviour:

Teacher: *Lisa, I notice that you're fiddling with your water bottle. Your water bottle can be stored over there so you can complete your work with no distractions, thanks.*

If the teacher now moves away, the child will still be clear about the expectation and has time to achieve it without losing face. If the teacher stays where they are, there is a risk that the child will interpret this as confrontational and they may feel less inclined to follow the instruction.

The cue-in

This is how you maintain your expectations for class behaviour at any point during your lesson when you feel the need to address distracting behaviour.
It's great for…

- Maintaining the behaviour you want from the whole class
- Enabling individual pupils to notice their behaviour
- Guiding children towards the expected behaviour

Compare:

- *Children, I can't carry on with you talking. Everyone is waiting. Stop talking and listen.*

with these alternatives:

- ✓ *A number of children are still chatting, you do need to be facing this way and listen, thanks.*
- ✓ *Excuse me everyone: girls, I need you to be facing the front and focusing on me, thanks.*
- ✓ *Excuse me everyone: boys, hands down for now. I will come to you later but now I need you facing the front and focusing on me, thanks.*

If you do have to stop your teaching to address some misbehaviour, cue-in the rest of the class so they know what is happening. This illustrates to them that they are meeting your expectation and will reinforce this expectation. Then, when you turn your attention to the children whose behaviour needs to change, by focusing on the desired expectation rather than the reality, you are cueing them in to notice how their behaviour is different to everyone else's and what they need to change. It also ensures that the PIP & RIP ethos is maintained.

Tactical Ignoring

This is not choosing to ignore low level behaviour issues which could lead to a lowering of behaviour expectations for individual children or the class. Tactical ignoring is selecting to ignore secondary misbehaviour after responding to an initial behaviour concern.

For example:

Teacher*: Tim, I notice that you're walking around the class which is starting to distract others. I need you sat in your chair and focused on your work. Thanks.*

(Tim sits down in a grump and sighs.)

Tim*: God, I hate this school. You're so pathetic, it wasn't even me.*

The initial concern was the fact that a child was not sat at their table and working. This is what needed to be addressed. If the teacher now decides to address the child's follow-up behaviour (Teacher: What did you say? Don't you dare talk to me like that!) it is likely that the situation will escalate. By tactically ignoring it you are keeping the emphasis on the original behaviour issue and expectation. Of course, at a later stage, you can address the rudeness but at a time when both you, and the child, are calm:

Teacher: *I noticed when you sat down in your chair you were cross with me and therefore said a few things that were disrespectful. I understand you were cross but we do need to be respectful to each other. I need you to remember that. Thanks.*

Working the room

If your class are very unsettled at the start of a session, avoid standing at the front and trying to cut through the noise. Quickly target the children who are not settling and approach them with an individual cue-in.

- ✓ *Tim, I notice you're not sitting facing the front. I need you to turn around so you can focus on me, thanks.*
- ✓ *Lisa and Jenny, I can see you're having a chat. I do need you to both face the front and focus on me so that we can start, thanks.*

By having these cue-ins privately, you avoid any public confrontation or your words getting lost in the general noise. You can then move back to the front of the class and cue-in the rest of the class:

- ✓ *Thanks children. Everyone sat in their chairs, facing me and ready to start, thank you. Good morning everyone.*

The partial agreement

This technique blocks counter-arguments from children and avoids getting into a conflict. Instead, it quickly and respectfully directs the children back to your expected behaviour. There are two key words when using the partial agreement: ***maybe*** and ***but***.

Teacher: *Rachel, I need you to be quiet when completing this work, thanks.*
Rachel: *What? But I wasn't even talking!*
Teacher: ***Maybe*** *you weren't,* ***but*** *I need you to quietly focus on completing the task, thanks.*

By letting their 'denial' go, you avoid getting into an unnecessary argument and quickly cue-in the expected behaviour.

Appendix vii Class reflection guidance

Reflection Guidance for Teachers



1. Establish what happened
• What happened? • How was your behaviour unsafe/unkind/disrespectful? • What were you thinking at the time? • How were you feeling when it happened? • How did these feelings affect what happened?
2. Discuss the impact of their actions on them and others
• Who has been affected? • How do they feel? • What made them feel this way? • How do you feel now?
3. Explore how they can repair and move forward
• How can we do things differently in the future? • What advice would you give yourself in the future? • What GEM powers would help you to respond differently? • What help / support do you need to help you make the right decision next time? • How likely are you to follow this advice?

Appendix viii Managing Behaviour Poster

Managing Behaviour

See behaviour policy & handbook for more information

Social norms:

The unwritten rules of behaviour that expected at ABHPS.





PIP & *RIP*

Praise in Public & *Reprimand in Private*

Adults should never address behaviour in such a way that embarrasses a child in front of their peers.

W: *I **wonder** if you are annoyed because…*

I: *I **imagine** that was very frustrating.*

N: *I **notice** that you might be in the yellow zone, shall we…*

E: Empathy…maintaining a sense of compassion for the child and their feelings

THE ZONES OF REGULATION

Connection before Correction:

Establish a positive connection before correcting behaviour. Children are more likely to respond positively when they perceive the adult cares about



PAPER PLANE

Plan – What are your intended outcomes?
Anticipate – What is your professional instinct telling you?
Prepare – How will you reduce the need to improvise?
Execute – Is everyone clear about their role?
Review – What did you learn which may help next time?



Level 1	Level 2	Level 3
Low level and managed by the staff member. Little disruption to learning or impact on others. ***Reflections- see handbook** 	Level of misbehaviour or disruption requires support from additional adult but may not involve the child having to be removed from their current environment. Order restored swiftly. An appropriate level of **reflection*** is likely to be issued.	High level of disruption which required immediate support from additional adult which required the child to be removed from their current environment for an appropriate period of time. An appropriate level of **reflection***/sanction is likely to be issued. Racism, sexism, homophobia, transphobia, bullying, cyber-bullying are all Level 3 for alert purposes.

Unsafe	Unkind	Disrespectful
Moving around the site, absconding from the classroom/school site, play fighting, rough play, use of equipment/resources, climbing, hurting others or causing damage when dysregulated, fighting.	Name calling, not sharing, leaving someone out, intentionally hurting someone else (physically and emotionally) or causing damage to property.	Ignoring instructions, answering back, inappropriate body language tone of voice, work refusal, swearing, stealing, lying, graffiti.

Appendix IX

Air Balloon Hill Primary School Governing Body Written Statement of General Behaviour Principles

Purpose

The Governing Body of Air Balloon Hill Primary School is committed to promoting positive behaviour and a culture in which all pupils are safe, can learn successfully and feel that they belong.

This written statement of general behaviour principles has been produced in line with the Governing Body's statutory duties and is intended to guide and support the Headteacher and Senior Leaders in determining the measures used to promote good behaviour and discipline within the school.

This statement sets out principles, not procedures. Day-to-day practice and operational detail are the responsibility of the Headteacher and staff and are set out in the school's Behaviour Policy and associated policies.

Our values and behaviour culture

The Governing Body fully supports the school's vision *"we look to the stars"* and our shared values that:

- everyone can learn
- everyone can achieve
- everyone belongs

We believe that positive behaviour is most effectively achieved through strong relationships, clear expectations, consistency and care, underpinned by high expectations for all.

Behaviour at Air Balloon Hill Primary School is guided by three clear expectations that apply to everyone in the school community:

- Be Safe
- Be Kind
- Be Respectful

Core principles

The Governing Body believes that:

- All pupils, staff and visitors have the right to feel safe, valued and respected at all times.
- High standards of behaviour are central to creating a calm, supportive and orderly environment where learning can flourish.
- Behaviour should be understood in its context, recognising that behaviour can be a form of communication and may reflect unmet needs or difficulties.
- Positive behaviour is taught, modelled and reinforced, not assumed.
- Strong, trusting relationships between staff and pupils are fundamental to promoting positive behaviour and supporting change.

Encouraging positive behaviour

The Governing Body expects the school to:

- Actively recognise, promote and celebrate positive behaviour.
- Foster a culture of praise, encouragement and reflection, where effort, kindness and responsibility are valued.
- Ensure expectations are clear and consistently applied so pupils understand what it means to be safe, kind and respectful in all aspects of school life.

Responding to behaviour that falls below expectations

When behaviour falls below expectations, the Governing Body expects responses to be:

- Fair, proportionate and consistent
- Restorative and educative, wherever possible
- Guided by professional judgement, taking account of a pupil's age, understanding, SEND, vulnerability and individual circumstances

Pupils should be supported to reflect on their behaviour, understand its impact on themselves and others, and be helped to make positive choices moving forward.

The Governing Body expects that suspension and permanent exclusion are used only as a last resort, where necessary to keep pupils and staff safe and in line with statutory guidance.

Inclusion, SEND and equality

The Governing Body is committed to inclusion and equity. We expect behaviour approaches to:

- Take account of pupils with Special Educational Needs and Disabilities (SEND) and other vulnerabilities
- Include reasonable adjustments to support pupils to succeed
- Be applied without discrimination, in line with the Equality Act 2010

We recognise that not all behaviour is wilful and that some pupils require additional and individualised support to manage their behaviour successfully.

Safeguarding and child-on-child abuse

The Governing Body expects behaviour management to always **be underpinned by safeguarding principles.**

- Bullying, discrimination and all forms of child-on-child abuse, including sexual harassment, harmful sexual behaviour and online harm, are never accepted
- Such concerns are taken seriously and responded to in line with the school's Safeguarding and Child Protection Policy
- Early identification of need and timely support are essential to keeping pupils safe

Use of reasonable force and restrictive interventions

The Governing Body recognises that, in exceptional circumstances, staff may need to use reasonable force or other restrictive interventions to keep pupils or others safe.

We expect that:

- Such interventions are used only as a last resort, where necessary and proportionate
- They are never used as a punishment
- Their use is clearly set out, recorded, monitored and reviewed in line with the school's Restrictive Intervention (Positive Handling) Policy

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Partnership with parents and carers

The Governing Body recognises the importance of working in partnership with parents and carers.

Positive behaviour is best supported when school and home work together, share consistent expectations and communicate openly in the best interests of the child.

Governance oversight and review

The Governing Body will assure itself that these principles are reflected in practice through the regular review of behaviour, attendance and safeguarding information, and through appropriate challenge and support of school leaders.

This statement will be reviewed in line with the Behaviour Policy review cycle, or sooner if required due to changes in legislation or statutory guidance.

Approved by the Governing Body: April 2026