

Cotford St Luke School



Behaviour policy and statement of behaviour principles 2025 -2026



Appreciate

- At Cotford St Luke School children are supported to appreciate the opportunities that are provided for them. Children are encouraged to understand values of other people and cultures as well as develop their own values.



Believe

- Cotford St Luke School strives to give children a sense of self belief that helps them become resilient learners that can think creatively to solve problems and work collaboratively. This is part of how we prepare children for a changing world.



Challenge

- Cotford St Luke School helps children set themselves ambitious goals that provide intrinsic motivation to succeed. Children are supported to understand that achievement is based on habits and small steps of progress and that finding things difficult is a key driver of success.

Approved by:	Board of Governors	Date: 22.9.25
Last reviewed on:	22.9.25	
Next review due by:	22.9.26	

Ready, Respect, Safe

These three key words are the language with which our behaviour policy is built around. When we talk to children about their behaviour staff will choose one of these words to frame the conversation. Positive behaviours are designed to promote children's ability to follow our school rules which are:

- show kindness and respect
- make good choices to keep safe
- be ready to learn.

At Cotford St Luke, we are committed to creating an environment where positive behaviour is at the heart of everything we do. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. In doing so we may make decisions to move one child, a group of children or the majority of the class to ensure safety and give children the opportunity to regulate and engage with a restorative approach. We aim to be calm and consistent at all times in dealing with children; this fits with the calm, quiet and productive working environment we aim to foster.

Restorative practice is key to our approach and there is an expectation that everyone develops trusting communication with one another. This includes all staff, children, visitors, parents and carers.

We want our learners to be ready to learn, to be respectful of each other and to feel safe.

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1. Aims

This policy aims to:

- Create a consistent, positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- To develop a shared narrative with pupils, staff and parents/carers around the key language of 'Ready, Respect and Safe'
- For all behaviour and rules to be framed around the language of: Making good choices to keep **safe**, show kindness and **respect** and being **ready** to learn.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Breach of a school rule

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

At Coford St Luke Primary School we believe:

- All forms of bullying is unacceptable.
- A solution-focused approach to bullying must be adopted.
- Seeking help and a culture of openness is valued and encouraged.
- All members of our community will be listened to, taken seriously and involved in decision making/solutions.
- Everyone has the right to a safe and respectful working environment that promotes an enjoyment of learning
- We tackle bullying best by encouraging an environment where individuality is celebrated and individuals can develop without fear.
- We maintain and develop effective listening for children and staff within our school e.g. through relationships education, assemblies and constantly promoting the message that all our children are important and have the right to be safe, happy, respected and listened to and supported.

- We ensure all staff address incidents of bullying, including cyber bullying, effectively and promptly.
- We ensure that all adults who have contact with our children e.g. midday supervisors, part-time staff, volunteers, support staff etc, know how to respond if they witness or are told of a bullying incident.
- We acknowledge the key role of every staff member in dealing with incidents of bullying.
- We ensure that all incidents of bullying are recorded on MyConcern and appropriate use is made of the information, where appropriate sharing it with relevant organisations, providing support and education for all children involved in order to affect a positive change on future behaviour.
- We promote emotional health and wellbeing across the whole school.

4.1 Reporting

Pupils, parents/carers and staff can report incidents of bullying in person, via telephone or in writing. All reports of bullying will be treated seriously and recorded on MyConcern, this will include details of actions taken by the school, sanctions, support and monitoring.

Incidents of bullying will be reported to governors termly. Incidents involving prejudice, hate and discrimination will be reported to the local authority.

Some forms of bullying are illegal and should be reported to the police, further information can be found here:

<https://www.gov.uk/bullying-at-school>. In serious cases it may also be necessary to refer to statutory services or Prevent

4.2 Action

When a report of bullying takes place it is important that everyone involved knows the action that will take place:

- The teacher will act on the information as soon as practically possible and within two days (unless there are exceptional circumstances. The teacher may need to speak with other children, staff and other parent/carers to gain a better understanding of the issues being investigated.
- The teacher (or member of the senior leadership team where it is deemed more appropriate) will contact the parents/carers to inform them of the actions taken and the outcomes of the actions. It is not possible to disclose information about a child for whom you do not have responsibility for.
- Where it is appropriate, a face to face meeting may also take place. A member of the senior leadership team may attend this meeting.
- Unless there is an exceptional circumstance this process should be concluded within five working days.

4.3 Sanctions

Sanctions are given in line with appendix 2 of this policy and may include some of the following:

- Use of reflective space within the classroom
- Use of a reflective space in a different classroom
- Completing a community task
- Positive apology or other restorative work
- Time out of an activity such as break times or other activity
- Meeting(s) with home and school
- Formal letters home
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion

4.4 Support

The school will offer support to pupils who have experienced bullying through pastoral support, if required a referral to an outside support agency may be made such as to Young Somerset.

Pupils who are identified as being vulnerable to bullying will be offered opportunities for additional support with understanding strategies covered in the PSHE curriculum for managing healthy friendships and when to seek help. The school will also offer help and support to children displaying bullying behaviour to change their attitudes.

4.5 Prevention

To help keep bullying to a minimum the school does the following:

- High quality PSHE curriculum
- Culture of 'its good to talk' so that children feel safe and supported to disclose bullying.
- Actively support friendship to avoid low level fallings out escalating
- Having good relationships between staff, children and parent/carers
- Staff CPD on behaviour management
- Other CPD such as team teach
- Through safeguarding training staff look for signs and symptoms of bullying.
- The school works with outside agencies to support anti-bullying acting on advice where

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring 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)

5.3 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 the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

5.4 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, while 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.

5.5 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 standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour 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 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.

6. School behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

- Mobile phones brought onto site by pupils must be handed into the office at the start of the day and collected at the end of the school day. Phones should be in a named container

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Through our curriculum offer provide a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum of 'Ready, Respect, Safe' all class behaviour needs to be framed under these terms.

➤ Develop a positive relationship with pupils, which may include:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

<https://primarysite-prod-sorted.s3.amazonaws.com/cotford-st-luke-primary/UploadedDocument/913b54d5-3d38-4f55-a4a6-aa3208352853/somerset-safeguarding-and-child-protection-policy-2023-24.pdf> .

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Celebration assemblies
- Whole class or year group rewards, such as a popular activity
- Going to show work to another member of staff.
- A positive note from the headteacher.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. See appendix 2 for consistent approach towards managing behaviour in the classroom.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

All behaviour is framed under one of the following three tenants: ready, respectful, safe.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a positive behaviour plan
- Setting up a pastoral support plan
- Removal of the pupil from the classroom
- Internal exclusion
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 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 on MyConcern and reported to parents/carers.

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.

7.6 Confiscation, screening and searching

It is unlikely that screen and searching needs to take place at Cotford St Luke, however if the situation arises this would be our approach:

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

Confiscation

Any prohibited items (listed in section 3) 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/carers, if appropriate.

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 make sure 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 (or deputy) / pastoral lead, to try to 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 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.

The authorised member of staff may use a metal detector to assist with the search.

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

'Outer clothing' includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- 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/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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 whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Screening

At Cotford St Luke we do not routinely screen our children on entry to the school grounds.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- 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

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions 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).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour 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

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

7.9 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 a decision is made to report the matter to the police, the headteacher or member of the senior leadership team under the direction of the headteacher will make the report.

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.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

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

<https://primarysite-prod-sorted.s3.amazonaws.com/cotford-st-luke-primary/UploadedDocument/913b54d5-3d38-4f55-a4a6-aa3208352853/somerset-safeguarding-and-child-protection-policy-2023-24.pdf>

7.11 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 for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

Suspension and permanent exclusion

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:

<https://primarysite-prod-sorted.s3.amazonaws.com/cotford-st-luke-primary/UploadedDocument/a4f62dee-9057-42f6-9d73-6c12c525021e/exclusions-policy-may-2024.docx.pdf>

9. Responding to misbehaviour from pupils with SEND

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

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- 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 misbehaviour, 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.

Set out your approach to anticipating and removing triggers of misbehaviour below. Your approach may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

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

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?

➤ Is the pupil 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 sanction the pupil for the behaviour.

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

9.3 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/carers to create the plan and review it on a regular basis.

9.4 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education-health-and-care-plans/making-a-request-for-an-education-health-and-care-needs-assessment/>

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals
- Pastoral support plan
- Individual risk assessment
- Positive behaviour care plan.

11. Pupil transition

11.1 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.

11.2 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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

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

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed termly by Adrian Jones and Michael Wright (deputy and head teacher)

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 them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the chair of governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Appendix 2: behaviour interventions

Consistent Positive Behaviour:	Dojo points Celebration assembly and certificate of values Headteacher positive note Deputy Headteacher stickers Participation in house afternoon Star of the day	Consistent achievement of expectation: Being ready to learn. Being respectful to all members of the school community. Keeping safe in school.
Level 1:	Non-verbal reminder of expectations Verbal reminder of expectations Reminder of core values	Not working Talking at the wrong time Interrupting Distracting others Not following breaktime rules Proceed to L2 if behaviour carries on.
Level 2:	Reflection within the classroom – up to 10 minutes Missing part of social time eg 5 minutes of breaktime Reflective conversation with member of staff	Straight to L2: Disrupting the class/stopping learning Rudeness Dishonesty Moving inappropriately around school Not following instructions of staff at social times. Continued not following breaktime rules/unkindness. Proceed to L3 if behaviour carries on.
Level 3:	Reflection in another classroom – up to 20 minutes Removal of 15 minutes social time Reflective conversation with member of staff. Communication with parents	Straight to L3: Continuing not to work Continued disruption to class/ stopping learning Unkind to others Disrespectful to staff Persistent disruption at breaktimes. Proceed to L4 if behaviour carries on.
Level 4:	Referral to a member of Senior Leadership Team. If a child does not re-engage with learning then they will spend the remaining session (morning or afternoon) working in a member of SLT's classroom. Parents informed by class teacher Reflective conversation with SLT Parents invited to meeting with class teacher (+SLT) Create positive behaviour plan Consider pastoral support plan	Straight to L4: Persistent poor behaviour Continued rudeness to staff and children Continued disobedience Deliberate damage to school property Swearing. Proceed to L5 if behaviour carries on.
Level 5:	Referral to Deputy Headteacher/Headteacher – work set for an appropriate amount of time eg ½ day Invited for meeting with class teacher and DHT/HT Pastoral support plan initiated Internal suspension with work set – time to be fixed by HT Fixed term suspensions with work set – time to be fixed by HT Permanent exclusion, Local Authority notified	Racist incidence Bullying Sexist behaviour Violent behaviour towards staff and pupils Absconding from school grounds

Appendix 3: behaviour log

Our practice is to record significant behaviour incidents on MyConcern, including the information

detailed below:

- Name
- Date/Time/Location
- Name of staff member reporting the incident
- When did the incident take place (before/after school, lunch time, break time)?
- What happened? Who was involved?
- What actions were taken, including any sanctions?
- Is any follow up action needed? If so, give details.
- People informed of the incident (parents, social care if applicable, police, other staff).

Appendix 4: letters to parents/carers about pupil behaviour – templates

First behaviour letter

Feedback to parents about pupil behaviour may be via telephone, in person or by email. Contact with parents about behaviour will be logged on myconcern, letters can only be sent home with the knowledge of the Headteacher.

First behaviour letter

Date: XXXX

Dear parent/carer

Today, your child XXXX has not been behaving as well in school as they could and had to work with senior leaders for a period. This was used to ensure they had the chance to discuss their actions and to think about how they could move forward from them to repair their relationships within our community.

It is important that your child understands the need to follow our school values, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely

Mr M Wright

Headteacher

Second behaviour letter

Date: XXXX

Dear parent/carer

Following my previous letter regarding the behaviour of child (name XXXX) I am sorry to say that they are still struggling to adhere to our values.

I would appreciate it if you could arrange to meet the class teacher and myself so we can discuss a way forward.

Yours sincerely

Mr M Wright

Headteacher

Appendix 5: positive handling and restraint

Things to remember:

Almost 100% of incidents can be supported/solved without physical intervention and this strategy should only be used if it is appropriate and necessary.

- Behaviour is a communication of an unmet need - What is it?
- How much of a problem is it? Can you positively ignore and then praise immediately when appropriate
- Keep focused on the PRIMARY behaviours not the secondary (e.g. a verbal reaction)
- Use an instruction 'You need to sit down'
- Calmly repeat
- Give a choice
- Calmly repeat
- Consequence 'If you don't then.....' (Natural and logical consequences)
- Give positive as soon as possible
- Staff supporting each other. Can use script 'I am available for help' Use of limited adults is best.
- Share pocket sized prompt cards with staff to remind of strategies to use to reduce risk.

Card Prompt Ideas

Have you tried?

- | | | |
|-------------------------------------|-------------------------|-----------|
| -Distraction | -Humour | -Ignoring |
| -Choice | -Change of face | |
| -Non-verbal (visual) | -Change of place | |
| -Simple instruction | -Saying 'I wonder' | |
| -Validate feeling | -specific praise | |
| -Highlight wanted behaviours | | |
| -Include them in the plan/next step | | |
| -Positive gestures | -use of objects | |
| -Down to their level | -respect personal space | |

- Be respectful of the child's SPACE. Side on approach rather than face to face.
- The first person to calm down is you.
- A child will move through the 'stages of crisis'

The child:	Our role:
Trigger	Observe/inform
Build up	Defuse/ respond
Crisis	Passive intervention only if necessary and after prevention strategies
Recovery	Re-assure/ wait
Depression/fatigue	Post incident support/ repair and rebuild relationships/ restorative approaches

- All members of staff are authorised members of staff to 'use force' as instructed by the Headteacher. We all have a duty of care but why is it necessary?

Legislation and Guidance

As a rule, nobody has the right to touch, move, hold or contain another person. However, people with a duty of care operate in exceptional circumstances where it is sometimes necessary to act outside the norm. Whenever they do so they should be clear about why is it NECESSARY. The best legal defence would be to show that any actions taken were

in the child's BEST INTEREST and that they were REASONABLE AND PROPORTIONATE.

In the Education and Inspections Act 2006 (part 7): A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely;

- a) committing an offence
- b) causing personal injury to, or damage to the property of, any person (including the pupil themselves)
- c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at

the school, whether during a teaching session or otherwise.

Reasonable force (There is no legal definition) must be *the minimum force for the desired result
*proportionate to any force used against you. Disproportionate force would be an offence. It is always unlawful to use force as a punishment.

Principles of passive intervention:

- The safety of both children and staff are equal
- Safety is paramount for both
- The skills of guiding, safe touch and holding are acts of care which combine with calming, diffusing and problem solving.

It is designed to:

- Give the pupil back some control and help in calming down
- Help children who have experienced negative touch
- Make movement safe not to overpower
- Allow staff to act confidently at times of crisis

To maximise safety when holding, use a team approach

Any physical intervention must be recorded on MYCONCERN. Parents must be informed.

MYCONCERN Positive handling:

Child/ date/ time

1. Incident
2. Known Trigger?
3. Prevention/de-escalation strategies used
4. What behaviour led to positive hold?
5. What teamteach techniques were used- by which staff?
6. Outcome / Next steps
7. Informing the parents – Who/When-must be on the same day (ensuring they understand reasonable force was used and why)

If it is deemed that a pupil may be likely to need support via physical intervention due to observed escalation or after a single incident then this should be included in their behaviour, care plan and shared with parents.

Schools must ensure that they have staff who have received training in the TeamTeach approach.

This should be refreshed every three years or more frequently if required. The school's approach to passive intervention and prevention strategies must be included in staff induction