



SAXON WAY
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PRIMARY SCHOOL

Behaviour & Relationship Policy

Date: January 2026

Review Due: January 2027

Reviewed Annually

Aims, Objectives and Ethos

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- 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
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Raise awareness amongst children of the need to recognise and manage their emotions and reactions.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Objectives

- Provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises.
- Have clear strategies for regulating conduct and promoting good behaviour, self-discipline and respect.
- Reinforce good behaviour so that children feel good about themselves.
- For all staff to focus on de-escalation and preventative strategies rather than reactive
- All staff know how to manage difficult or dangerous behaviour, and to understand what challenging behaviour might be communicating.
- Prevent bullying.

Ethos

We create an environment which expects and promotes positive behaviour as the basis for effective learning. The expectations are designed to focus on positive actions, that demonstrate respect, rather than what children should not do. All children have the opportunity to make positive choices about their behaviour and influence outcomes and those children who regularly meet the school's expectations are recognised and celebrated.

Teachers use a consistent system within daily teaching in order to promote positive behaviour and develop effective behaviour management skills. Our positive system in the classes helps to promote this consistency. Our whole school values (Independence, Resilience, Responsibility, Kindness, Relationships, and Excellence) were chosen by our pupils and ensure that pupils understand what and why positive behaviour is expected in school.

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 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [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:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

Roles and responsibilities

In order to achieve our aims and objectives we recognise that different groups of people need to work together. These groups include children, teachers, non-teaching staff, parents and governors. Individual members of these groups play different roles and have different rights and responsibilities.

Roles

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.

Teachers

- Agree on a classroom code of behaviour with each new class that will allow the teacher to teach and the learners to learn and that will ensure a safe environment for all.
- Ensure the school code and class rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time.
- Have high expectations in terms of behaviour and strive to ensure that all children work to the best of their ability.
- Arrive in class on time.
- Greet the pupils as they enter the classroom.
- Know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons.
- Inform parents about expected behaviour and seeking their support.
- Avoid use of confrontational language
- Use proximal praise to reinforce expectations.
- Ensure all children are noticed and receive attention in class
- Treat each child fairly and enforce the rules consistently. Treat all children with respect and understanding.
- Ensure all adults working with children with SEMH are informed of individual challenges and strategies.
- Organise the classroom in a way that encourages successful learning by giving attention

to:

- space for working and movement.
 - seating arrangements
 - access to materials and equipment
 - noise levels
 - routines
- Plan activities appropriate to the ability, maturity and special educational needs of the children.
 - Be aware of safety issues when planning activities.
 - Establish procedures for giving directions about tasks.
 - Teach children about behaviour skills.
 - Plan and respond to individual needs to learn behaviour skills and self-regulation.
 - Provide opportunities for children to develop different kinds of relationships with one another.
 - Allow children to express their views and feelings and seeking to extend their understanding of relationships through the PHSE curriculum.
 - Be consistent and fair when giving rewards and relevant and proportionate when imposing sanctions.
 - Liaise with external agencies, support teachers, mid-day staff, parents and the headteacher as necessary to support and guide the interests of the child.
 - Ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour.
 - When a child with a specific relationship plan transitions to another class ensure that information is passed on. A meeting with the current class teacher, the new teacher and SENCo is set up.

Teaching Assistants

- Being aware of relevant and accepted expectations and reinforcing them.
- Being consistent and fair when giving rewards and relevant and proportionate when sanctioning.
- Knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them.
- Being aware of procedures for giving directions about tasks and reinforcing them.
- Teaching children about behaviour skills and self-regulation.
- Reassuring, re-focusing and reaffirming tasks set for children.
- Fulfilling roles identified within SEMH plans for children.
- Having high expectations of children.
- Providing opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation.
- Allowing children to express their views and feelings and seeking to extend their understanding of relationships through discussion.
- Responding to children's needs swiftly.
- Observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour.
- Encouraging respectful attitudes for others, the environment, property and equipment.

Midday Meal Supervisors

- Being friendly and approachable.
- Being aware of relevant and accepted expectations and reinforcing them.
- Being consistent and fair when giving rewards or imposing agreed sanctions.
- Knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them.
- Support children's development of behaviour skills and self-regulation

- Having high expectations observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour.
- Encouraging respectful attitudes for others, the environment, property and equipment.
- Support children with SEMH using agreed strategies.

Parents and carers

- The school work collaboratively with parents that children receive consistent messages about how to behave at home and at school.
- We explain the school rules at our introductory parents' meeting and expect the parents to support the school in implementing these.
- We build a supportive dialogue between school and home and inform parents appropriately if we have concerns about their child's behaviour or welfare. If the school has to use reasonable sanctions, parents should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If their concern remains, they should contact the Chair of Governors.
- Inform the school of any medical or social circumstance that might affect the behaviour of their child.
- Provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage.
- Inform the school of any concerns about their own child's behaviour.
- Keep in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary.
- Support and co-operate with the school in implementing the behaviour policy.
- Respect the staff of the school and valuing their professional opinions.
- Promote positive attitudes towards school.
- Provide a good example of behaviour.

Governors

- Responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- The headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice about particular disciplinary issues.
- Be involved in the development of the policy in accordance with the stated aims of the school.
- Be informed about the successes of the policy in maintaining high standards of behaviour.
- Ensure that the school has a behaviour policy.
- Support staff in implementing the policy.
- Monitor and evaluate the effectiveness of that policy in bringing about its stated aims and objectives.
- Report on the effectiveness of the policy to parents.
- Provide opportunities for dialogue with children, staff and parents.

Responsibilities

All staff

- Meet and greet at the door 'good morning' and to do this with warmth and a smile
- Refer to 'Be Safe, Be Ready, Be Respectful' in their daily conversations with children
- Establish clear routines
- Highlight and promote positive behaviour – actively catching pupils doing well and giving lots of praise
- Develop positive relationships with all children.

- Never walk past or ignore pupils who are failing to meet expectations.
- Deal with all poor behaviour in private.
- To be calm and not shout at children.
- Follow up all behaviour with restorative conversations and communication with parents.
- Have a clear plan for dealing with low level behaviours and conclude the day positively.
- Teach behaviour as part of the weekly curriculum.
- Plan lessons that engage, challenge and meet the needs of all pupils.
- To promptly discuss behaviour concerns with phase lead and actions already taken to support the child.
- Seek to understand the communication behind the behaviour.
- Keep the relationship at the forefront when seeking to restore and repair (connection before correction).
- Model compassion and kindness, provide hope and support, connection and belonging.
- Understand that any event in a child or young person's life can impact on how they think, feel and act.
- Use of logical consequences rather than just simply punishments or sanctions.
- Provide routines, set limits and have clear boundaries.
- Regulate our own emotions.
- Co-regulate with young people and help them to develop self-regulation strategies for the future.

Head of School

- Leads on all aspects of this policy and model the expectations for all staff.
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk.
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to.
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented.
- Is the only person authorised to suspend or exclude a child or young person.

Other Senior Leaders

- Lead on all aspects of this policy and model the expectations for all staff
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all children and young people across the school
- Provide support to staff, children/young people and parents/carers as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

Classroom Staff

- Plan the teaching and learning for all children and young people.
- Include parents/carers in personalised planning for their child.
- Communicate regularly with parents/carers about their child's needs.
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficult a child or young person may be having.

Parents/Carers

- Inform the school of any concerns about changes in their child/young person's behaviour, emotional wellbeing or mental health.
- Have open conversations with the school.

- Engage with support offered by the school and other agencies to further support their child/young person's needs.
- Communicate with school staff in a respectful manner.

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored.
- Undertake their statutory role around suspension and exclusion.
- Ensure that all staff receive purposeful training in order that they can undertake their role.

Our School Rules

- Be Safe – being and keeping yourself and others safe
- Be Ready – being ready to learn, right uniform, right place
- Be Respectful – being respectful to all people and property

Everyone in the school has rights and responsibilities. To help protect our rights and to encourage responsibility, we have basic rules for our school. The School Rules form the basis of whole school and classroom rules and are a vital part of setting clear expectations throughout the school. It is important that these rules are discussed and referred to as part of behaviour management strategies.

School behaviour expectations

Pupils are expected to:

- Behave in an orderly and self-controlled way displaying our school values of Independence, Resilience, Responsibility, Kindness, Relationships, and Excellence.
- 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.

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.

Responding to positive behaviour

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 -which is specifically linked to what has been done well
- An online system 'Track it lights' tracks and celebrates pupil's choices and their effort within class by awarding points for positive behaviours seen.

- Pupils can be awarded with certificates for being Green all week ‘Green legends’ and also all term ‘Green Stars’.
- Pupils are awarded Bronze, Silver and Gold certificates when they achieve a certain number of points and these are given out in celebration assemblies.
- Children are awarded values stickers for showing the values (YR-3)– all staff must ask a child wearing a sticker what they have received it for to promote the values further.
- In EYFS, children are awarded raffle tickets during the course of a day and prizes given at the end of the day for children whose tickets are drawn.
- The class with the highest attendance is celebrated weekly, in celebration assembly and is awarded the ‘Attendance Bear’ to look after for the week.
- At the end of each term an assembly will celebrate the pupil/pupils with the best attendance. Classes who get 100% in a week will earn a class treat e.g. silent disco, extended playtime or a Donut party.
- Track it points are linked to house points and collated together. A cup is rewarded every week in Celebration Assembly to the house with the most points.
- Every academic year each child will receive at LEAST one positive phone call home, a postcard home telling of a positive aspect of learning and a celebration of their positive outcomes recognised in Celebration assembly.
- Fortnightly, a child will be nominated from each year group, to celebrate as an achiever in Maths, Writing or as a good role model/achiever and celebrated in assemblies with their parents present.

A Relational Behaviour Model

At Saxon Way, we adopt and use the relational behaviour model and believe that:

- Behaviour is something to interpret
- Children and young people are prone to make mistakes and highly responsive to the environment and the context
- Behaviour management is predominantly through relationships
- Children who don’t manage should be understood and included
- Boundaries and limits are to keep everyone safe and to meet everyone’s needs
- Rules should be developed together and adapted where needed
- Consequences are only used within a process of restore and repair
- The solutions lie in understanding what the behaviour tells us about the child and their need
- Practice and policy effectiveness are measured by wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs

Viewing behaviour as a learning process

At our school we accept and understand behaviour as a learning process. Child and young people will push limits, boundaries, and societal norms as part of their development. They may also react in different ways to stress, boredom, lack of understanding, over-excitement, and disappointment. At our school staff view behaviour mistakes as inevitable. This means that we offer support, help and guidance to the child and young people so they can learn from their mistakes and improve for next time. It is our role, as fully developed adults, to help guide children and young people, to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to our child and young people’s behaviour and maintain our relationship with them. The approach we strive for is based on the premise of ‘connection before correction’.

Our general responses to mistakes and incidents

Our school believes in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. Such approaches encourage the child and young people of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others. In using this process at our school, we use four questions:

- What happened?
- What were you feeling or thinking at the time?
- Who has been affected?
- What can we do to make things right? (What should happen next?)

At Saxon Way Primary School, the staff work with the child or young person using psychoeducation so that they understand how their brain works and reacts to stress responses. By doing so, we provide them with the opportunity to recognise when they are becoming dysregulated and assist them (using co-regulation) in developing self-regulation strategies for the future. By developing new strategies, this ensures that they have learnt from an incident so that they can be more successful next time. The impact of our approach is evident in the relationships forged throughout the school.

Such approaches encourage the child or young person in our school to reflect and consider not only the consequences of their actions on themselves, but also the impact of their actions on others. We also support them in developing strategies to help the child or young person to regulate themselves to avoid the situation happening again in the future.

Managing misbehaviour

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 without explanation

Where possible staff will redirect pupils back on task without using a consequence or warning.

Examples of ways in which staff may do this are:

- Tactical ignoring
- Reminders of expectations of behaviour
- Praising children who are behaving and working well
- Talk groups
- Move pupil to a less distracting position

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.

When working with challenging behaviour staff use the agreed 'we' script reminding of expected behaviours and verbalising when such behaviours are noticed so as to positively recognise and enforce e.g.

(Name),, we expect..... thank you.
 Peter, we expect everyone to speak politely to one another, thank you.
 Jane, we expect everybody to line up quietly, thank you'.
 (Staff do not shout and avoid phrases such as 'why are you?', 'don't', 'you are...')

Teachers will then reinforce these expectations using the Trackit Light system on the interactive whiteboard.

- Pupils receive a green for good choices and for demonstrating out Saxon Way Values. There can also be pupils chosen as the superstar of the day, which is 10 points (there will be at most two superstar awards given every day.)
- A pupil is given an orange as a warning to improve whether it is given as a look or verbal reminder.
- If pupils receive a yellow, they will go to a partner class for 10 minutes to reflect on their behaviour. They are expected to take their work with them.
- If the pupil improves their behaviour, they can receive a green track it light.
- If they continue to make poor choices, the pupil will go to a partner class for the rest of the lesson or session depending on the severity of their behaviour.
- After this time, the pupils are encouraged to return to class and demonstrate expected behaviour to transition back to a green track it light. If they continue to make poor choices, they are then asked to go to a partner class/wellbeing hub as a consequence.
- This would equate to a red and an incident form would be completed. Parents would then be spoken to before the end of the day by the class teacher to share details of the behaviour.
- At lunchtime, the traffic light system is still used. Pupils may sit out and miss part of their break or lunchtime with a member of staff as a consequence of their actions.

Partner classes are: -

Kahlo (1) + Curie (1)
 Nightingale (2) + Shackleton (2)
 Pankhurst (3) + Darwin (3)
 Fitzgerald (4) + Brunel (4)
 Mercury (5) + Shakespeare (5)
 Williams (6) + Hawking (6)

A teacher may assign an alternative year group or class as a reflection period, at the teacher's discretion.

Focused behaviour support plans

For the majority of children, our focus on embedding school values and culture is enough to guide them toward making positive behaviour choices. However, we recognise that there is a small percentage of pupils in every class whose behaviour presents ongoing challenges to learning and teaching.

For these pupils, there is a 3-tier behavioural plan system. It provides clear, staged support and interventions matched to individual needs so that all pupils receive appropriate support to succeed and thrive.

Plan 1

- These are for children with persistent challenging behaviours through a combination of careful observation, record-keeping, and collaboration.

- Key indicators include behaviours that frequently disrupt learning or social interactions, are intense or prolonged and are resistant to usual classroom strategies.
- Plan 1 uses simple visual charts and regular communication between home and school. Class teachers will meet with parents to discuss this plan if your child is in need of this level of support.
- It is reviewed every 2 weeks and if there is no improvement, children may progress onto plan 2.

Plan 2

- Plan 2 is designed for children for whom Plan 1 has not resulted in positive change, and persistent challenging behaviour continues to disrupt teaching and learning.
- The purpose of Plan 2 in behaviour intervention is to provide a more targeted and tailored level of support for children whose challenging behaviours persist despite universal strategies and Plan 1 being in place.
- It is possible for 1 child to be on more than one plan 2 at the same time. Plan 2 offers more personalised targets and strategies co-written with teacher, the year group lead and parents.
- It is to be reviewed every week and if after 4 weeks there is no improvement, children may progress onto plan 3 at the Head's decision.

Plan 3 – Pastoral Support Plan (PSP)

- Plan 3 involves deeper collaboration, including support from teachers, the year group lead and finally the Head of School. Children experiencing regular behavioural incidents that haven't been successfully managed through standard behaviour policy processes and plans 1 and 2.
- Pupils at risk of suspension or for whom suspensions are becoming a regular occurrence
- Children identified as having special educational needs and/or disability (SEND) whose behavioural needs require intensive support
- Pupils without formal SEND identification but displaying persistent challenging behaviours requiring specialised intervention
- The pupil needs intensive, coordinated support to remain successfully in mainstream education
- There's risk of permanent exclusion without additional targeted intervention

The PSP process involves:

- The pupil themselves (with age-appropriate participation)
- Parent/carers as essential partners
- Class teacher and relevant school staff
- Head of School as meeting leader
- External agencies where appropriate (ELSA, educational psychology, social services).

The purpose of the Saxon Way Pastoral Support Plan (PSP) is to provide a structured, trauma-informed framework for understanding and responding to persistent or high-risk pupil behaviour so that exclusion can be prevented and positive behavioural change can be achieved.

Core Purposes

- To support pupils before behaviour escalates to the point of exclusion.
- To analyse what lies behind the behaviour (its function) by considering emotional, environmental, developmental, and relational factors.
- To create a clear, individualised plan that addresses the pupil's specific strengths and needs.
- To bring together the pupil, family, school staff, and relevant agencies in a joint approach to problem-solving.

- To set clear targets and actions, monitor progress, and adjust support through the Assess–Plan–Do–Review (APDR) cycle.
- To ensure pupils at risk of exclusion remain safely included in education, with appropriate adjustments and support for wellbeing and learning.
- The PSP will be regularly reviewed every 4 weeks with parent’s and the team around the child.

In essence, the PSP’s purpose is to build understanding, strengthen support, and secure inclusion for pupils whose behaviour signals underlying barriers rather than mere defiance.

Mobile phones

- Saxon Way is a phone-free environment. The use of mobile phones and smartwatches with communication capabilities (e.g., messaging/calling) is prohibited for all pupils throughout the school day, including break and lunch times.
- Storage: We recognise some pupils in Year 5 or 6 may carry a phone for safety on their journey to/from school. In these cases, phones must be switched off and handed to Teacher immediately upon arrival. They will be stored securely and returned at the end of the day.
- Sanctions for Misuse: If a phone is seen or heard during the school day, it will be confiscated and stored in the school office.
- First instance: The pupil may collect the phone at the end of the day.
- Repeated instances: A parent/carer will be required to collect the phone in person.
- Any misuse of a phone that involves bullying or sharing inappropriate content will be dealt with under the *Anti-Bullying* and *Safeguarding* procedures.
- Exceptions: Reasonable adjustments will be made for pupils who require a device for medical monitoring (e.g., diabetes) or SEND requirements, as agreed in an Individual Healthcare Plan.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs 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.

Recording Incidents

For breaches of behaviour, the name of the pupil and the reason will be recorded on our tracking system, CPOMS. Red incidents of behaviour will automatically track into CPOMS once an incident form is completed. It is policy that this is completed by the end of the day to ensure information is collated and that parents can be informed in a timely manner. Statements for significant incidents (fighting or being unsafe) will be collected from all those involved and from those who witnessed the incident. This includes both adults and children.

The class teacher MUST inform the parent/carer about the incident in a timely manner and together look at further ways to support the pupil to make the right choices in school. The child will receive a consequence in line with the severity of the behaviour using the behaviour procedures.

If there are further incidents within quick succession, the SLT/head of year will invite the parent/carer for a meeting in school, in conjunction with supporting the class teacher. The school endeavours to work in partnership with parent/carers prior to this in order to improve behaviour and regards this meeting as a last resort.

Within this process, the pupil may receive a relationship plan to support the choices they make at school. Suspension may be considered if inappropriate behaviour persists. However, strategies will have been considered and support gained from outside agencies before permanent exclusion is implemented. If it is assessed that the pupil has a long-term behaviour issue then, in line with the SEN Policy, the pupil will be placed on the register SENs (Special Educational Needs with Support) or EHCP (Education, Health, Care plan). Each pupil has a fresh start each day.

Serious misbehaviour

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, 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
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned 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)

Bullying

Bullying is defined as the repetitive, intentional harming of one 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: <ul style="list-style-type: none"> • 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)

Serious Sanctions

Internal exclusion

If children continually misbehave with no improvements seen then internal exclusion may be given. If there is a serious incident, it may warrant the child being isolated immediately, whilst the matter is investigated. If this happens a child will work in a different class for a set time of the school day. Children will usually be sent to work in the partner class. If a child has an internal suspension they will not be able to participate in the play time of that day. It may be decided that the pupil will work at one of the Medway GST schools for the internal suspension.

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.

In the case of suspension, the HOS will notify the LA of the action to be taken. The Pupil will be suspended from the premises immediately. A letter will be sent notifying the parent of the reason for the exclusion and the length of suspension. Copies will be given to the LA. A date for a review meeting at the end of the suspension will be set where all parties will discuss strategies for the way forward. A reintegration meeting will be held when the pupil returns to school to set expectations and record targets. This information will be shared with carers and the pupil. In the absence of the HOS, the AHT will conduct the reintegration meeting.

In the case of permanent exclusion, the HOS will notify the Chair of Governors and the LA of the action to be taken. The Pupil will be excluded from the premises immediately. Medway Local Authority guidance will be followed.

Discipline beyond the school gate

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- continued bullying of a pupil outside of school.
- use of cyber bullying outside of school
- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform.
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the school.
- behaviour that could adversely affect the reputation of the school.

Positive handling/Reasonable Force

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

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

Incidents of positive handling must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

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

Searching, screening and confiscation

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 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 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
- Trays
- 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.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

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

When incidents of 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- 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 consider the specific circumstances and requirements of the pupil concerned such as:

- Short, planned 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 impairments to sit in sight of the teacher
- Adjusting uniform expectations for a pupil with any skin or sensory issue
- Training staff in understating various needs
- Use of sensory rooms to allow pupils to regulate their emotions

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

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

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

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.

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 contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Parent Partnership

The role of the parent/carer is vital to the success of behaviour modification. The school will inform the parent/carer of concerns at the initial stages and develop a working relationship where the pupil recognises a united message of zero tolerance. The school will support the parent/carer with strategies from outside agencies and operate open forms of communication. Parent/carers will be invited to celebrate positive forms of behaviour at every opportunity and will be informed formally/informally of success. All forms of behavioural documentation will be kept as a record.

Expectations of Parents/carers own behaviour in and around the school

In line with the Medway Common Practice Code and DSS 10/11 56 Health & Safety Summary; aggressive and confrontational behaviour by parents/carers is not acceptable. All staff have been issued with the relevant Local Authority guidelines/information along with risk assessments.

In the event of a parent/carer displaying any form of aggressive/confrontational behaviour the Head of School/Assistant Head Teacher will act to resolve the matter. At no time is it the responsibility of the person at the receiving end to accept such behaviour. Any such incidents must be reported to either the Head of School/Assistant Head Teacher who will decide what action is to be undertaken.

Aggressive behaviour can be in any or a contribution of the following: -

- Swearing
- Confrontational
- Physical contact
- Sexist
- Homophobic
- Bullying
- Aggression

Initially, the Staff will endeavour to diffuse the situation. The following will happen: -

- The adult will be asked to leave.
- If the adult is not cooperative the Police will be called.
- A letter summing up the occasion of confrontation will always be sent as a record and a copy placed on the child's file and brought to the attention of relevant staff. At no time is this a reflection upon the child.
- In severe cases on repeated occasions, the Head of School will discuss with the Chair of Governors banning the parent/carer from the school site for an indefinite period.

- Saxon Way Human Resources will be informed of any aggressive behaviour to any member of staff.

In the case of disputes between parents/carers the above action will be implemented for either or both parties. If appropriate, the police/community police will be asked to mediate between both parties.

Saxon Way Primary School recognises that disruptive/aggressive behaviour is adopted by a minority and would like to thank all parents/carers for their continued support. However, Saxon Way Primary School has zero tolerance of any negative behaviour by either child or adult and will apply the steps within his policy.

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 for a number of staff in each phase
- 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 and staff have access to a wide range of courses online to support with behaviour.

Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- 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, trustees and other stakeholders (via anonymous surveys)
- 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.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Anti-bullying policy