

An amazing place to learn!

from nursery to Year 6!

'When I visited Captain Shaw's, it just lifted me off my feet and nourished my heart. The students, young as they are, are sharp, inquisitive, familiar with current issues, full of optimism and keen to engage and make a difference. Thanks for a truly visionary, encouraging and informative visit.'

Pushpanath Krishnamurthy
International campaigner for Fairtrade and Climate Justice

'Oh my goodness! I am still buzzing from the amazing day we had with you and your wonderful school! I love the way you have designed your curriculum so that every lesson has a purpose and is part of an immersive experience, rather than just learning things in isolation.'

Gaye Halmes - Senior Presenter, Imoves



'The **conduct** of pupils at this school is **exemplary**. They demonstrate **warmth** and **kindness** towards each other. Pupils enjoy **respectful relationships** with the adults at school who care deeply for them.'

'Pupils respond well to the **high aspirations** that the school has of their achievement.'

'Pupils demonstrate a **high level of motivation** towards their learning. They **work exceptionally well together**. They are **well prepared** for each stage of their education.'

Ofsted 2023



Behaviour policy and statement of behaviour principles

*"The **conduct** of pupils at this school is **exemplary**.*

*They demonstrate **warmth** and **kindness** towards each other.*

*Pupils enjoy **respectful relationships** with the adults at school, who **care deeply** for them."*

Ofsted 2023

Approved by: Full Governing Board - 10/07/25

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Serving the Common Good:

Seek what is best for everyone, beginning with the last, the least, the lost, the most vulnerable and the most forgotten.

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Our core values



1. Aims

This policy aims to:

- Ensure we maintain our wonderful school culture, underpinned by the highest standards of behaviour, mutual respect and kindness, so **all** pupils have the opportunity to flourish in a safe, inspiring and supportive environment
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- 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 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- 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:

- Being disrespectful to others
- Disruption in lessons, between lessons and at break and lunchtimes
- Refusal to take part in learning

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, such as:

Sexual comments, 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 (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items.
- 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: <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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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)

Preventing all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying) in our school:

Our school is built on our vision, our six core values and the British values, which:

- Are modelled consistently and regularly by staff
- Permeate throughout our collective worship and curriculum
- Are carefully linked to each topic, giving all children time and space to learn about each of the values and why they are important.

Term	Vision	Values	Year 6 Endeavour Award & CUBES (COURTESY BURIED UNDER THE SEA) AWARDS	Values	Values	Liturgical Calendar
Autumn	LET'S INVENT "Inventions can change the World" - Whole School Challenge	PRACTICAL ACTION	Lead a team to solve a real world problem	Persevere Continue making an effort to do or achieve something, even when this is difficult or takes a long time.	Democracy The right to have your voice heard	Ordinary Time
Autumn	Festival	Whole School Festival: A celebration (Changing Themes)	Lead a team to design & run a festival	Be respectful Show you care & respect that different customs or cultures are different from your own and behave towards them in a way that would not cause offence.	Democracy Empathy & understanding of people from different backgrounds, cultures & beliefs. To understand & respect values that differ from your own.	Advent & Christmas
Spring	Super Heroes	Project empowering pupils to take climate action	Lead a team in an environmental project	Show courage Control your fear in a difficult situation. Be brave and confident enough to do what you believe in.	Democracy The freedom to follow our own will & pursue our ambitions, whilst respecting other British values and the rights of others.	Epiphany & Ordinary Time
Spring	Chocolate	Fair Trade Awareness & Hedge Local Community Campaign & to become a Fair Trade School / Job Role of the Day Challenge - supporting Comic Relief	Lead a team to run a local community / charitable enterprise	Show wisdom Use your knowledge and experience to make your decisions & judgements.	Democracy Respect the rights and wrongs. Have responsibility for your actions. Explain how rules can govern & protect us & the consequences of breaking them.	Lent
Summer	Survival	Forest School / Beach school challenge	Lead a team on a survival adventure	Be a good friend Be there for others in good and bad times. Be honest and reliable & try to step out of the herd & other people be generous with your time.	Democracy The right to have your voice heard	Easter
Summer	The Sky is the Limit / Rocket Challenge	Lead a team in an engineering challenge	Be truthful Be honest, even when sometimes, it can be difficult. Truthfulness builds trust and is the basis for strong relationships.	Democracy Empathy & understanding of people from different backgrounds, cultures & beliefs. To understand & respect values that differ from your own.	Ordinary Time	



- Are celebrated every week!

Values V.I.P Award



This half term's value focus is to:

And this week's winner is:

For:

Signed: _____

Date: _____



In addition to our vision and values, our Relationships and Health Education and online safety curriculum teach and promote respectful and safe relationships on and offline.

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 Staff

Staff are responsible for implementing the behaviour policy consistently by:

- Creating a calm, safe and respectful environment for pupils, filled with positive relationships
- Modelling the school's expectations, routines, values and standards in every interaction with pupils
- Supporting all pupils to meet the school's expectations
- 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 (CPOMs)
- Work closely with parents / 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

The Headteacher and DSL will support staff in responding to behaviour incidents and when working positively with parents / carers to best support behavioural needs of their children.

5.4 Parents and carers

Parents and carers, where possible, should:

- 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

5.5 Pupils

As soon as pupils join us, they will be fully supported to understand and be a part of our kind and respectful school culture. This will include understanding:

- The school values, rules and routines and how they positively contribute to our lives
- 'Personal best' and what this looks like in and out of school
- The expected standard of behaviour they should be displaying at school
- The intrinsic rewards they benefit from when exhibiting high behaviour standards, and consequences if they don't meet those standards
- The pastoral support that is available to them at all times
- Extra support and induction will be provided for pupils who join us mid-year.

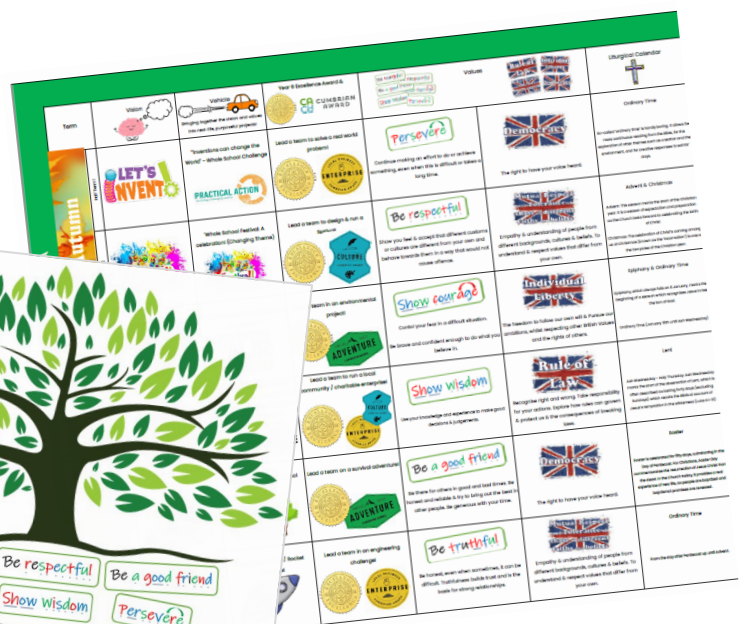
Our Collective Worship, Celebration assemblies and Relationships & Health Education also provide pupils regular opportunities to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

6. School behaviour curriculum

The highest standards of behaviour (and the personal, social and educational benefits of this) are threaded throughout our school and curriculum. Positive behaviour is consistently modelled, supported, taught and celebrated. This approach ensures 'exemplary conduct' (Ofsted 2023) from our pupils and staff alike.

Staff and pupils are expected to:

- Exhibit their 'personal best' throughout the day
- Model our six core values



7. Responding to behaviour

7.1 Safeguarding

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

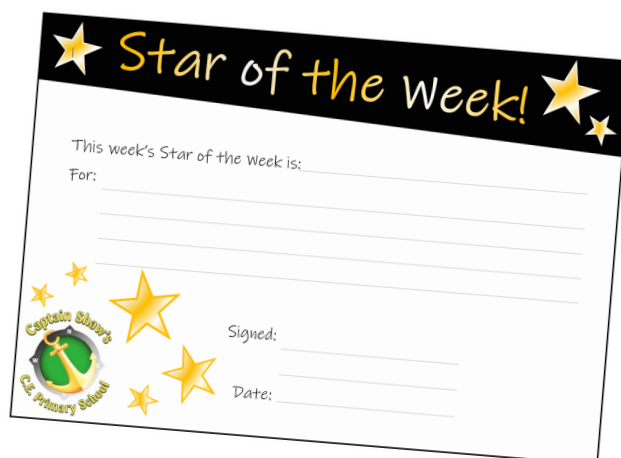
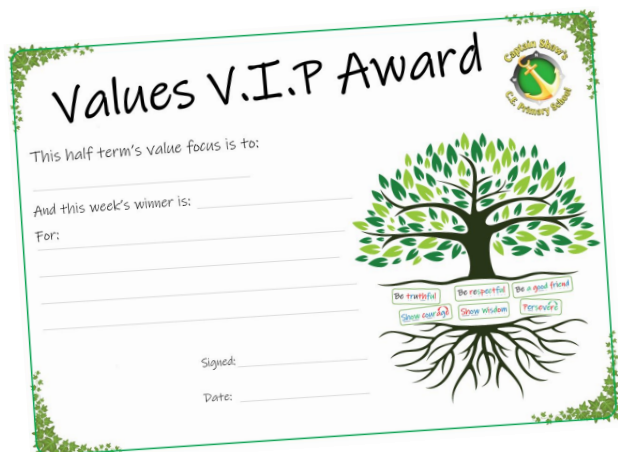
We will always consider the causes of the changes in behaviour. We will also consider whether a pupil's change in behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy.

7.2 Responding to good or excellent behaviour

Staff will always promote and praise behaviour that meet the school's values and standards.

When a pupil's behaviour goes above and beyond our expected behaviour standard, this will be recognised through awards such as:



7.3 Responding to misbehaviour

Understanding causes and motivations are paramount to how we respond to misbehaviour. All pupils will be treated equitably, with any factors that contributed to the behavioural incident identified and taken into account. This will inform any further support given to a pupil to help them to meet behaviour standards going forward.

The school may use one or more of the following strategies, depending on the situation:

- A verbal warning, reminder of the expectations of behaviour and reasons why we have these expectations (where possible, not in earshot of the other children)
- Sending the pupil out of the class (if the teacher needs more time to talk to the child)
- Setting of written tasks which help pupils to reflect and 'make things right' (such as a letter of apology to another child)
- Expecting work to be completed at break or lunchtime if time has been wasted in the lesson (time spent should relate to time missed)
- Recording a pupil as a 'monitored child' on our confidential wellbeing and safeguarding system so they can be observed and supported by all staff in the school
- Referring the pupil to the headteacher (for instance, to put a behaviour plan together or complete bespoke workshop)

- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will always 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.

7.4 Reasonable force

Prevention and de-escalation strategies form a key part of this policy and should be considered before any reasonable force is used (for instance, swapping the member of staff the pupil is dealing with), however, there may be occasions where reasonable force is necessary. Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force (unless there is valid reason not to e.g. medical), 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 (CPOMs) 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.

7.5 Searching and confiscation

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

Confiscation

Any prohibited items (in line with the DfE's [latest guidance on searching, screening and confiscation](#)) 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 the headteacher and parents/carers, if appropriate. Parents/carers will always be informed if an item has been confiscated.

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 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;
- 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.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher or designated safeguarding lead / deputies, 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. 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 warning.

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, but not to search for items that are only identified in the school rules.

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

'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:

- Trays
- 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 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.

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
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in CPOMs.

Informing parents/carers

Parents/carers will always be informed of any search. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- Why the search took place
- 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 & Mental Health Lead (DSL). The DSL & Mental Health Lead will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.6 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).

7.7 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.

7.8 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 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.

7.9 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.

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

7.10 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

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

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

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

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom will be supervised by a teacher or the headteacher.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher, as part of a reintegration plan.

Pupils will be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

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

- Workshops
- Short-term behaviour plans
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

Investigating causes / motivations will always be a priority when considering any of the approaches above, for example, 'is this a cry for help?'. Staff will record all incidents of removal from the classroom in CPOMs (under the appropriate category), along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.3 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.

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 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.

The school meets weekly to discuss, plan and measure impact for pupils, including those with SEND. These case studies consider the specific circumstances and requirements of the pupils concerned when looking at behaviour. Preventative or management strategies may include (but are not limited to):

- Short, planned, daily movement breaks. These are part of the curriculum for all children, including pupils with SEND who find it difficult to sit still or concentrate for long periods
- 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
- Adjusting meal plans for a pupil with particular sensory issues around food
- Training for staff in understanding conditions such as Autism or Turner's Syndrome
- 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 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.

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 by contacting the EHCP co-ordinator.

10. Pupil transition

10.1 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.

10.2 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.

11. Training

Behaviour management forms part of continuing professional development. Our staff are always learning about our pupils and their individual needs. Weekly reviews / case studies support staff development with new, pupil specific strategies to manage behaviour, including how SEND and mental health needs can impact behaviour. The school also reviews general behaviour strategies at least annually.

12. Monitoring arrangements

12.1 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 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 half termly (from a variety of perspectives, including by protected characteristic) by the headteacher

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.

12.2 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 12.1).

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

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusion policy

- Child protection and safeguarding policy
- Online safety policy

Appendix 1: written statement of behaviour principles

Rationale and Purpose

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance. The purpose of this statement is to provide guidance for the Head Teacher in drawing up the Behaviour Policy at Captain Shaw's CE Primary School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters.

It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governor's support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Head Teacher to draw up the Behaviour Policy, though they must take account of these principles when formulating this. The Head Teacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Head teachers and school staff (February 2024).

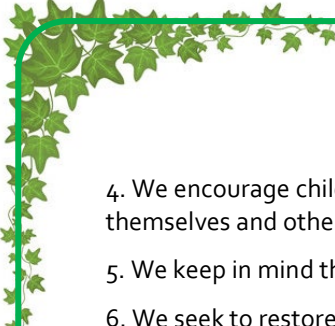
The Behaviour Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

Principles

- Every child has the right to learn but no child has the right to disrupt the learning of others
- Everyone has a right to be listened to, to be valued, to feel and be safe.
- Everyone must be protected from disruption or abuse
- Captain Shaw's CE Primary school is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times
- We seek to give every child a sense of personal responsibility for his/her own actions
- The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils. The school's Behaviour Policy provides guidance on use of reasonable force
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school, fostering good relationships between the school and pupils' home life.
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behaviour.
- The school's Behaviour Policy will clearly reflect the school's approach to exclusions, that exclusions will only be used as a last resort
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children
- The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations

We subscribe to the following behaviour principles:

1. We understand that behaviour communicates unmet needs and can separate the child/young person from their behaviour.
2. We understand that each developmental stage has a range of typical behaviours, which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
3. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.



4. We encourage children at our school to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.

5. We keep in mind that we are the adults and the children are still growing, learning and developing.

6. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

This written statement and the policies that are influenced by it apply to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when travelling to and from school. The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents, towards the school's staff, will not be tolerated.

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

Signed by Chair of Governors (Helen Webber)



