



Bowness-on-Solway School

Whole School Behaviour Policy

Contents

1. Aims	2
2. Legislation, statutory requirements and statutory guidance	2
3. Definitions of terms	3
4. Bullying.....	4
5. Roles and responsibilities	5
6. School behaviour curriculum.....	7
7. Responding to behaviour	8
8. Serious sanctions.....	14
9. Responding to misbehaviour from pupils with SEND	15
10. Supporting pupils following a sanction.....	17
11. Pupil transition.....	17
12. Training	17
13. Monitoring arrangements	17
Appendix 1: written statement of behaviour principles	18
Appendix 2: behaviour log	18
Appendix 3: letters to parents/carers about pupil behaviour – templates.....	18

1. 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;
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Legislation, statutory requirements and statutory guidance

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

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

In addition, this policy is based on:

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

3. Definitions of Terms

Misbehaviour is defined as:

- Disruption in lessons, at break and lunchtimes and other times whilst children are in attendance;
- Poor attitude to learning and to school life.

Serious misbehaviour is defined as:

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

4. Bullying

Bullying is defined as the repetitive, intentional harming of 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)

Children are taught the implications of bullying and the expectations for behaviour. These are reinforced at all times. The *KidSafe* programme plays a key role in this by teaching the importance of keeping ourselves – and others – safe.

Pupils, parents, carers and staff can report instances of bullying directly to the headteacher via the usual means of communication. All allegations of bullying are investigated in a thorough manner, with all parties having a voice.

Where bullying occurs outside of school or online, school staff will liaise with parents / carers to ensure that it is addressed in full.

The headteacher will maintain records of all instances of bullying. Staff are made aware of any episodes of bullying, along with the strategies employed to address it.

Where a child has bullied another child or children, they will be placed on report and will therefore discuss their behaviour with the headteacher on a daily basis for that period.

Children who have been bullied will be supported to ensure their well-being.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

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

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board;
- Giving due consideration to the school's statement of behaviour principles (appendix 1);
- Approving this policy;
- Ensuring that the school environment encourages positive behaviour;
- Ensuring that staff deal effectively with poor behaviour;
- Monitoring that the policy is implemented by staff consistently with all groups of pupils;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully;
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary;
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1).

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils;
- Establishing and maintaining clear boundaries of acceptable pupil behaviour;
- Implementing the behaviour policy consistently;
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils;
- Modelling expected behaviour and positive relationships;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations;
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log);
- Challenging pupils to meet the school's expectations.

The headteacher will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, are encouraged to:

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

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

5.5 Pupils

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

- The expected standard of behaviour they should be displaying at school;
- That they have a duty to follow the behaviour policy;
- The school's key expectations and routines;
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards;
- The pastoral support that is available to them to help them meet the behaviour standards.

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

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

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

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Appropriate conduct and behaviour is modelled to pupils by school staff. This is part of the positive, caring culture where everyone should feel happy, safe and valued.

Behaviour and conduct are expected to be of the highest standard at all times. This includes treating others with kindness, respect and patience, communicating in a calm and controlled manner, and going out of our way to do kind things for others, e.g. holding open a door or helping to tidy up. Children are expected to use good manners always, as is modelled by all of the adults.

Pupils are expected to:

- Behave in an orderly way, appropriate for their age;
- 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.

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

6.1 Mobile phones

Pupils are not permitted to bring mobile phones on site.

Exceptions apply for the following reasons, to be agreed in advance with the headteacher:

- Genuine medical circumstances
- Genuine reasons of safety, e.g. when travelling to and/or from school.
- Genuine reasons for a pupil to have a mobile phone before and/or after school, e.g. in circumstances where they will be away from home.
- Parental permission given with clear reasoning.
- Parents accept full liability for loss and/or damage.

In these pre-agreed circumstances, mobile phones will be handed to a staff member upon the pupil's arrival at school whereupon they will be stored securely in the school office store. They will be returned to pupils at the end of the school day.

When travelling on the school bus to and/or from the site, mobile phones must be kept away and switched off unless a genuine reason has been pre-agreed with the headteacher.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged;
- Display the behaviour curriculum or their own classroom expectations, reflecting the specific needs of their class;
- Develop a positive relationship with pupils, which include:
 - Warmly greeting pupils;
 - Establishing clear routines;
 - Communicating expectations of behaviour in ways other than verbally;
 - Highlighting and promoting good behaviour;
 - Concluding the day positively and starting the next day afresh;
 - Having a plan for dealing with low-level disruption;
 - Using positive reinforcement.

7.2 Safeguarding

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

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

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

Please refer to our child protection and safeguarding policy for more information. This can be found alongside other policies here:

<https://www.bowness-on-solway.cumbria.sch.uk/key-information/policies-and-procedures/>

7.3 Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- Verbal praise;
- Communicating praise to parents/carers via phone call / written correspondence / *Class Dojo* points;
- Certificates, including at lunchtime and during celebration assembly;
- Positions of responsibility, such as being entrusted with a particular decision or project.

7.4 Responding to misbehaviour

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

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

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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

Positive and supportive responses to poor behaviour are the first port of call and are preferred to sanctions.

When it becomes clear that giving behaviour sanctions is the next step, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

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

- Bringing the pupil to the headteacher;
- A verbal reminder of the expectations of behaviour and the reasons for these expectations;
- Expecting incomplete work to be completed at break or lunchtime;
- Loss of privileges which can be earned back – for instance, the loss of a prized responsibility;
- School-based community service, such as tidying a classroom;
- Letter or phone call home to parents/carers;
- Agreeing a behaviour contract / being put 'on report'. The pupil brings the written report to the headteacher at specified intervals throughout the day;
- Removal of the pupil from the classroom where necessary for their own safety or that of others;
- Fixed-term exclusion in exceptional circumstances, when all of the above have been implemented and poor behaviour continues;
- Permanent exclusion, in the most serious of circumstances.

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

7.5 Reasonable force

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

- Causing significant 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 required to restore order / safety;
- 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 (see appendix 3 for a behaviour log).

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

7.6 Confiscation and searching

Searching and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

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

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

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

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

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

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

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

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

- Assess whether or not there is an urgent need for a search;
- Assess whether not carrying out 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 consent and co-operation.

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

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

The authorised member of staff will then decide whether or not 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 from 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 any additional school rules/expectations.

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, although it is good practice for the pupil to empty these out in the presence of the staff member(s).

'Outer clothing' includes:

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

Searching pupils' possessions

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

- Desks;
- Lockers;
- Bags.

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

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

If there is a serious risk of harm in circumstances where the search is not conducted immediately, or where 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 headteacher / 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.

Informing governors

The DSL will inform the safeguarding governor of any searches which have been carried out. This information will be presented to all governors as part of the headteacher's report.

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.

7.7 Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g. educational visits);
- 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 educational visit).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

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

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

7.9 Suspected criminal behaviour

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

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

Please refer to our child protection policy and safeguarding statement for more information. These can be found on the 'Policies' page of our website here:

<https://www.bowness-on-solway.cumbria.sch.uk/key-information/policies-and-procedures/>

7.11 Malicious allegations

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

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

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

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

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

8. Serious sanctions

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 which is 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 are supervised by a named member of staff.

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

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

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:

- Meetings with learning coaches;
- Use of teaching assistants;
- Short-term behaviour report cards;
- Long-term behaviour plans;
- Multi-agency assessment.

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

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. Suspensions and exclusions will be reported to governors as part of the headteacher's report.

Parents and carers have a right to appeal any suspensions or exclusions via the suspension and appeals committee of the governing board.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

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

If a pupil has an education, health and care plan (EHCP), the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

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

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

The school's approach includes:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for too long;
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- Adjusting uniform requirements for a pupil with sensory issues, severe eczema or other relevant need;
- Training for staff in understanding conditions such as autism and ADHD;
- Use of separation spaces (e.g. a sensory area) where pupils can regulate their emotions during a moment of sensory overload.

9.2 Adapting sanctions for pupils with SEND

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

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

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

The school will then assess whether or not 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 other suitable professionals, 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 plan (EHCP)

The provisions set out in the EHCP 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 EHCP, 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.

10. Supporting pupils following a sanction

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

Measures may include:

- Reintegration meetings;
- Daily meetings with the headteacher;
- A report card with personalised behaviour goals.

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

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

12. Training

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

- The 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.

13. Monitoring arrangements

13.1 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).

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing body at least annually, or more frequently, if needed. At each review, the policy will be approved by the chair of governors.

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

Appendix 1:

Statement: Our Principles of Outstanding Behaviour

- Understanding a pupil's context will inform effective responses to behaviour. We understand that behaviour has multiple influences.
- Teaching learning behaviours reduces the need to manage misbehaviour. We ensure pupils can engage with learning. We encourage pupils to be self-reflective of their own behaviours and to take responsibility for their actions.
- An excellent example of conduct is modelled to pupils at all times. When adults are kind and respectful, children learn from that.
- Universal behaviour systems are unlikely to meet the needs of all pupils. For more challenging behaviour, targeted approaches should be adapted to individual needs.
- Effective classroom management can reduce challenging behaviour. Positivity, behaviour-related praise and reward systems are effective as part of a broader classroom management strategy.
- Consistency is key: behaviour programmes have a high impact on attainment when implemented at a whole-school level.

Statement: Our Rights

- Every pupil understands that they and others have the right to feel safe, valued and respected.
- Every pupil has the right to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life.

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

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

Appendix 2: Behaviour Log

See separate document.

Appendix 3: letters to parents/carers about pupil behaviour – templates

See separate documents.

Bowness-on-Solway School
Whole School Behaviour Policy – March 2025

This policy was written and adopted by Bowness-on-Solway Primary School staff in **March 2025**.

Ratified by Governing Body: **March 2025.**

Date to be reviewed: **March 2026.**

Role	Print Name	Signed	Date
Headteacher	Stuart Walsh	<i>S. Walsh</i>	17.3.25
Chair of Governors	Nicola Hutchinson	<i>N. Hutchinson</i>	17.3.25