



# Bandon Hill Primary School

## **Behaviour Policy and Procedures**

Bandon Hill Primary School is part of the Greenshaw Learning Trust.  
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales,  
company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

# Behaviour Policy and Procedures March 2025

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## Part A

### A.1 Application

Our school is part of the Greenshaw Learning Trust (GLT), therefore it is subject to the policies and procedures of the Trust, as approved by the GLT Board of Trustees.

Parts A, B and C of this Behaviour Policy and Procedure apply to the Greenshaw Learning Trust as a whole and to all the schools in the Trust in accordance with and pursuant to the Student Welfare Policy of the Greenshaw Learning Trust. Part D of this Behaviour Policy and Procedure applies specifically to our school.

The Policy and Procedure is subject to the Trust's Scheme of Delegation for Governance Functions. If there is any ambiguity or conflict, then the Scheme of Delegation takes precedence. If there is any ambiguity or conflict between Parts A to C and Part D, Parts A to C take precedence.

In implementing this Policy and Procedure the Governing Body, Headteacher and school and Trust Shared Service staff, must take account of any advice or instruction given to them by the GLT CEO, GLT Education Directors or Board of Trustees.

If there is any question or doubt about the interpretation or implementation of the Procedure, the GLT CEO, or GLT Education Directors should be consulted.

### A.2 Approval and review

Maintenance of the Policy and Procedure is the responsibility of the GLT Directors of Education (Part A, B & C) and the Headteacher (Part D).

- The Policy and Procedure (Parts A, B & C) was approved by the Board of Trustees in April 2025
- The School Specific Procedures (Part D) were approved by the Governing Body on 07.04.25
- The Policy and Procedure is kept under review and updated where necessary by the Education Directors in line with statutory guidance.
- The Policy and Procedure is due for review by (Parts A, B & C) 31 March 2028 (Part D) 31 May 2026.

### A.3 Responsibilities

The following persons and bodies have a role in ensuring compliance with this Behaviour Policy and associated Procedures and providing and maintaining the Trust's expectations for behaviour in its schools:

The GLT **Board of Trustees** is responsible for monitoring the effectiveness of this Behaviour Policy and associated Procedures, and holding each Governing Body to account for their implementation.

It is the responsibility of the **Governing Body** and **Headteacher** of each school to ensure that their school and its staff adhere to this Behaviour Policy and Procedures.

### A.4 Associated policies and procedures

This Behaviour Policy and Procedure are constituent part of the:

- GLT Student Welfare Statement.

The following Trust and School policies and procedures are directly related to and complement this Policy and Procedure:

- GLT Safeguarding Policy.
- GLT Suspensions and Exclusions Procedure.
- School Safeguarding Policy.

## Part B

### B.1 Policy Statement

The Board of Trustees of the Greenshaw Learning Trust believes that its schools have a responsibility to promote a culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.

This is achieved by establishing a Trust wide approach to maintaining high standards of behaviour that reflect the values of Greenshaw Learning Trust as set out in the Procedure.

This School Behaviour Policy and Procedure and any associated school rules and approaches will ensure that:

In all GLT schools:

- Schools have a consistent approach to behaviour management that is applied consistently and fairly to all pupils.
- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force, where appropriate, are used consistently by staff, in line with the Behaviour Policy.
- The school will work to create an environment where removal from class and exclusion from school is not necessary because pupil behaviour does not require it.
- Removal from class, suspensions and permanent exclusions will only be used in response to serious or persistent breaches of this policy.
- Exclusions will only be used as a last resort.
- The Behaviour Policy and Procedure are understood by pupils and staff.
- Pupils are helped to take responsibility for their actions.
- When pupils are involved in behaviour incidents, their families are engaged to foster good relationships between the school and pupils' home life.

## Part C - Procedures

### C.1 Legislation, statutory requirements and statutory guidance

These procedures are based on legislation and advice from the Department for Education (DfE) on:

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

### C.2 Definitions

Misbehaviour is defined as, but is not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Poor attitude.

Serious misbehaviour is defined as, but not limited to:

- Repeated breaches of the school rules.
- Any form of bullying.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments.
  - Sexual jokes or taunting.
  - Physical behaviour like 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, including vaping or related activity
- 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 and smoking related paraphernalia
  - 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).

### C.3 School Behaviour Curriculum

The school has a behaviour curriculum which teaches pupils to do what is expected of them, including to:

- Behave in a safe and respectful way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn, support and promote a disruption free environment.
- Move quietly, and calmly around the school as directed.
- Care for the school buildings and school property.
- Wear the correct uniform at all times, including to and from school and home.
- Accept sanctions when given, seeing it as an opportunity to correct wrong choices.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online, including travel to and from school.

Where appropriate and reasonable, adjustments will be considered to ensure all pupils can meet behavioural expectations.

The approach and rules used at our school are detailed in our school procedures, see Part D.3.

### C.4 Classroom management

The school's teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They:

- Will create and maintain a stimulating environment that encourages pupils to be engaged.
- May display the behaviour curriculum or their own classroom rules.
- Will develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons.
  - Establishing clear routines.
  - Communicating expectations of behaviour in ways other than verbally.
  - Highlighting and promoting good behaviour.
  - Following the school procedure for dealing with low-level disruption.
  - Using the rewards procedures to encourage positive behaviours.

### C.5 Mobile phones

- In schools where they are allowed, mobile phones and smart watches, and connected devices must be switched off and stored (out of sight) during the school day and whilst on site, in accordance with the school's procedures.
- Mobile phones and smart watches, and connected devices must be switched off and stored (out of sight) during the school day, and whilst on site.
- School procedures will follow DFE guidance on the confiscation of mobile phones.

### C.6 Safeguarding

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

The Headteacher will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the school will follow the school's safeguarding policy and procedures, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **C.7 Responding to good behaviour**

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

The Headteacher will ensure that positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. These will be outlined in the school's rewards procedures.

The approach used at our school is detailed in our school procedures, see Part D.7.

### **C.8 Responding to unacceptable behaviour**

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

Staff expect classrooms and learning environments to be disruption free.

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

De-escalation techniques will be used to help prevent further behaviour issues from escalating.

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

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

Suspension or permanent exclusions will only be used in the most serious of circumstances.

The approach used at our school is detailed in our school procedures, see Part D.8.

Personal circumstances of the pupil will be taken into account when deciding on consequences and alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil. The school will have regard to the impact on consistency and perceived fairness when considering any alternative arrangements.

### **C.9 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils.

All members of school staff can use reasonable force, in the following circumstances, to prevent a pupil from:

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

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 and reported to parents.

When assessing risk and deciding whether to use reasonable force, staff will take into careful consideration any specific vulnerabilities of the pupils, including SEND, mental health needs or medical conditions.

When the use of reasonable force constitutes a restrictive intervention, the procedures set out in the school's Positive Handling and Restrictive Physical Intervention Procedure must be followed.

### **C.10 Searching, screening and confiscation**

Searching, screening and confiscation will only be conducted in line with [DfE Guidance on Searching, Screening and Confiscation - Advice for Schools](#) (July 2022).

### **C.11 Off-site unacceptable behaviour**

School staff may apply sanctions where a pupil has misbehaved off-site when representing the school. This means unacceptable behaviour 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 the school.

Sanctions may also be applied where a pupil has behaved unacceptably 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.

The decision to sanction should only be made on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **C.12 Online misbehaviour**

School staff 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.

### **C.13 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the Headteacher will report the incident to the police.

When establishing the facts, school staff 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 decision for who makes the report.

If police attend the school site and question a pupil/pupils as part of their investigation, the Headteacher will ensure that the pupil(s) is supported by an appropriate adult.

School staff will not interfere with any police action taken. However, school staff may continue to follow their 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 the LADO if appropriate.

### **C.14 Zero-tolerance approach to sexual harassment and sexual violence**

The Headteacher 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.

Individual schools have their own 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 and 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 the School Safeguarding Policy and procedure for more information.

### **C.15 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 the School Safeguarding Policy for more information.

### **C.16 Removal from classrooms**

In response to serious or persistent breaches of this policy, and to ensure disruption free learning for all pupils, school staff may remove the pupil from the classroom for a limited time. The approach used at the school is detailed in the school procedures, see Part D.16.

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

Removal is a serious sanction and will only be used in response to serious or persistent misbehaviour, including disruption of the learning of others. 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.
- Maintain the learning environment for 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 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 the pupils successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child has been removed from the classroom.

The Headteacher will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

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.

### **C.17 Detention**

School staff can issue detentions to pupils during break, after school or on weekends during term time.

School staff will inform pupil's parents in accordance with school procedures.

When imposing a detention, staff will consider whether doing so would:

- Compromise the pupil's safety.
- Conflict with a medical appointment.
- Prevent the pupil from getting home safely.
- Interrupt the pupil's caring responsibilities.

The approach used at our school is detailed in the school procedures, see Part D.17.

### **C.18 Suspension and permanent exclusion**

The school will work to create an environment where exclusion from school is not necessary because pupil behaviour does not require it. However, suspensions and permanent exclusions are an appropriate, and essential, element of school behaviour management processes.

Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort. When making the decision to suspend or exclude, due consideration will be given to the impact of allowing the pupil to remain in school and the impact that this would have on the education and welfare of the pupil or others, such as staff or pupils in the school.

The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance (*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*).

The process of suspension and permanent exclusion will be carried out in accordance with the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

See Part C.26 for further information.

### C.19 Anti-Bullying

The school expects all children to be treated with respect and we respond decisively where bullying is found to be taking place.

There is no legal definition of bullying, however our definition of bullying is: 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, behaviour that is:

- Deliberately hurtful.
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being deliberately and persistently 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"> <li>● Racial</li> <li>● Faith-based</li> <li>● Gendered (sexist)</li> <li>● Homophobic/biphobic</li> <li>● Transphobic</li> <li>● Disability-based</li> </ul>	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

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We will always take bullying seriously, using a range of proactive and reactive strategies to:

- Combat and prevent bullying.
- Prevent, de-escalate and/or stop any continuation of harmful behaviour.
- React to bullying incidents in a reasonable, proportionate and consistent way.
- Safeguard the pupil who has experienced bullying and to trigger sources of support.
- Apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible.

Staff will be alert to the fact some groups of pupils may be more vulnerable to bullying, such as pupils with a disability and/or special educational need and will respond decisively to safeguard pupils.

The approach used at our school is detailed in our school procedures, see Part D.19.

### C.20 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, school staff will consider them in relation to a pupil's SEND, although recognising 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, Headteachers will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid putting a disabled pupil at any substantial disadvantage as a result of 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 by the local authority and the school must cooperate with the local authority and other bodies.
- As a part of meeting these duties, the school will anticipate, as far as possible, behaviour expectations that a pupil may have difficulty meeting due to their SEND and/or all likely triggers of misbehaviour, and put in place support to prevent these from occurring. This may include approaches such as:
  - Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
  - Adjusting seating plans to ensure, for example, that accessibility arrangements are appropriate, that pupils have easy access to targeted support from the teacher, are removed from potential distractions, or are responsive to specific anxieties.
  - Adjusting uniform requirements for a pupil with sensory issues.
  - Training for staff in understanding conditions such as autism so that staff understand, for example, how to manage change of transitions for children who experience greater anxiety at these times.

- Use of appropriate spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

Any proactive support will take into account the specific circumstances and requirements of the pupil concerned.

Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. Where a pupil's special educational need or disability may impact their ability to meet the expectations set out in the behaviour policy, it is important to identify the specific barrier they experience and put in place appropriate reasonable adjustments to support the pupil to meet the expectations. The impact of the support must be regularly evaluated. Some pupils with SEND will also require targeted or specialist support and / or intervention to meet the expectations set out in the behaviour policy. Where this is the case, this should be implemented using a graduated approach to assess, plan, do and then review the impact of any support being provided.

### **C.20.a Adapting sanctions for pupils with SEND**

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

- Whether the pupil with a special educational need or disability was appropriately and/or reasonably supported to understand the rule or instruction, and meet the expectation(s) required of them?
- Where a pupil displays behaviours that present a risk of harm to themselves or others as a result of their special educational need or disability, were appropriate reasonable adjustments and support in place and consistently implemented for the pupils, including where this is required to achieve appropriate de-escalation?
- Whether the sanction is a proportionate means of achieving a legitimate aim

If the answer to any of these questions is no, it may be unlawful for the school to sanction the pupil for the behaviour.

Where a sanction is implemented, the headteacher will assess where appropriate reasonable adaptations will be made to the sanction. The headteacher will need to consider their duty to safeguard the pupil themselves, other pupils and staff when identifying how best to support the pupil following any incident where the education or welfare of others was placed at risk of serious harm. In these incidents, the Headteacher will consider whether a risk assessment will need to be undertaken in partnership with parents and, where appropriate, with the pupil themselves. Where appropriate, external partners, such as the local authority, could also be involved.

### **C.20.b Considering whether a pupil displaying challenging behaviours may have unidentified SEND**

The special educational needs co-ordinator (SENCO), in partnership with other leaders (e.g. pastoral lead, attendance lead etc.), will 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, school staff will liaise with external agencies and plan support programmes for that child. School staff will work with parents to create the plan and review it on a regular basis.

### **C.20.c Pupils with SEN but without an EHC plan displaying challenging behaviours**

For pupils with SEN but without an EHC plan, the school will review, with external specialists where appropriate, whether the current support arrangements are appropriate and what changes may be required. This review may result in schools requesting an EHC needs assessment or a review of the pupil's current package of support.

### **C.20.d Pupils with an education, health and care (EHC) plan**

The special educational provision set out in the EHC plan must be secured by the local authority. The school will use its best endeavours, working with the local authority and other bodies, to secure the provision that a pupil's special educational needs call for.

If school staff have a concern about the behaviour of a pupil with an EHCP, the Headteacher will make contact with the local authority to discuss the concerns and if any additional support that might be required. Where it is identified that the provisions set out in the EHCP are no longer appropriate to meeting the needs of the pupil or where an alternative placement is being sought, the headteacher may request an early annual review. Requesting an early annual review should be considered prior to making the decision to suspend or permanently exclude.

The approach used at our school is detailed in the school procedures, see Part D.20.

### **C.21 Supporting pupils following a sanction**

School staff will employ strategies for successfully reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension, including measures such as reintegration meetings, daily contact with identified staff and personalised behaviour goals.

The approach used at our school is detailed in the school procedures, see Part D.21.

### **C.22 Inducting incoming pupils**

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

### **C.23 Preparing outgoing pupils for transition**

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

### **C.24 Training**

As part of their induction process, school staff are provided with regular training on managing behaviour, including training on the needs of the pupils at the school and how SEND and mental health needs can impact behaviour. Behaviour management also forms part of continuing professional development.

### **C.25 Monitoring and evaluating school behaviour**

Data will be collected on the following:

- Attendance, permanent exclusion and suspension.
- Incidents of searching, screening and confiscation.
- Behavioural incidents, including removal from the classroom.
- Use of pupil support units, off-site directions and managed moves.

- Incidents of bullying and discriminatory behaviour.
- Anonymous surveys for staff, pupils and other stakeholders on their perceptions and experiences of the behaviour culture.

The data will be analysed from a variety of perspectives including:

- At Trust level.
- At school level.
- By age group.
- By vulnerable group.
- By protected characteristic.

Data will be collected, analysed and reported to the School's Governing Body.

The school will work with the Greenshaw Learning Trust Shared Service to interpret this data, and identify whether there are patterns across the Trust, recognising that numbers in any one school are often too low to allow for meaningful statistical analysis.

The Headteacher will use data analysis to decide whether investigation is required to ensure that the school is meeting its duties under the Equality Act 2010.

Data will be collected, analysed and reported to The Greenshaw Learning Trust Board of Trustees.

## C.26 Suspensions and Exclusions

### Definitions:

- A **suspension** removes a pupil from school for a specific period of time. A pupil may be suspended for one or more fixed period, up to a maximum of 45 school days in a single academic year. Lunchtime suspensions are counted as half a school day. (Suspension is described in legislation as an exclusion for a fixed period.)
- A **permanent exclusion** involves a pupil being removed from the school roll. The decision to exclude a pupil permanently should only be taken:
  - in response to a serious breach or persistent breaches of the school's behaviour policy; and
  - where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

### The decision:

- Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort.
- The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance, the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

### The process:

- When a Headteacher decides to suspend or permanently exclude a pupil they will inform the pupil's parents/carers immediately, usually by telephone, to allow them to ask any questions or raise concerns directly with the Headteacher.
- The Headteacher will then formally notify the pupil's parents/carers in writing, giving the reasons and how to make representations against the suspension or exclusion; and for a suspension describing the arrangements for the pupil to return to school. (*This may be by email if they have given written consent for notice to be sent this way*).

- Representations should be made in writing to the Clerk to the Governing Body - details of how to do this will be provided in the notification letter.

#### **Review by a governors' Exclusions Committee:**

- For:
  - i. a **permanent exclusion**;
  - ii. a **suspension** that would bring the pupil's total number of days out of school to **more than 15 days in one term**; or
  - iii. a suspension that would result in a **pupil missing a public examination or national curriculum test**:

Then an Exclusions Committee will meet within 15 school days of the notification from the Headteacher of the suspension/exclusion, to consider whether the pupil should be reinstated.

The parents/carers may make representations to the Committee, and the parents /carers and the pupil may attend the Committee.

The Committee may decide to uphold the suspension/permanent exclusion, or may direct that the pupil is reinstated immediately or from a specific date.

- For a **suspension** that would bring the pupil's total number of days out of school to **more than 5 but no more than 15 school days** in one term AND the parents/carers **have** made representations:

Then an Exclusions Committee will meet within 50 school days of the notification from the Headteacher of the suspension/exclusion, to consider whether the pupil should be reinstated.

The parents/carers may make representations to the Committee, and the parents /carers and the pupil may attend the Committee.

The Committee may decide to uphold the suspension, or may direct the pupil is reinstated immediately or from a specific date.

For a suspension or permanent exclusion that would result in a pupil missing a public examination or national curriculum test, the Exclusion Committee must, as far as is reasonably practical, meet to review the suspension or permanent exclusion before the date of the examination or test.

- For a **suspension** that would **not** bring the pupil's total number of days out of school to **more than 5 school days in one term** **or** would not bring the pupil's total number of days out of school to **more than 15 school days in one term**:

Then an Exclusions Committee will consider any representations from the parents/carers, but will not meet with the parents/carers, and cannot direct reinstatement.

The meeting of the Exclusions Committee will be arranged by the Clerk to the Governing Body, who will communicate with relevant parties including the pupil's parents/carers.

Whether or not the parents/carers make representations or attend the meeting, they will be notified in writing of the decision of the Committee.

If a permanent exclusion is upheld, the parents/carers have the right to ask for a review by an Independent Review Panel - details of how to do this will be provided in the decision letter.

Reasonable endeavours must be made to arrange the meeting within the time limits stated and at a time that suits all relevant parties; but the Committee's decision will not be invalid simply on the grounds that it

was not made within these time limits.

The process of suspension and permanent exclusion will be carried out in accordance with the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

**Following a suspension or permanent exclusion:**

- During the first 5 school days of a suspension or exclusion, the school will set and mark work for the pupil that is accessible and achievable by pupils outside of school; or the school may arrange alternative provision for the pupil.
- From the 6th day of a suspension, the school must arrange suitable full-time education for the pupil.
- From the 6th day of a permanent exclusion, the pupil's Local Authority must arrange suitable full-time education for the pupil.

## Part D - School Specific Procedures

### D.3 School Behaviour Curriculum and School Rules

At Bandon Hill Primary School we live and breathe our Dare to Dream Values...

**Daring**  
**Resilient**  
**Enquiring**  
**Ambitious**  
**Motivated**

For each child to be able to aspire to follow these values, we provide a school environment conducive to personal growth and high standards through our School Rules and our Behaviour Curriculum. Our School Rules are...

- Be Kind
- Be Safe
- Be Ready

Our Behaviour Curriculum details all of the routines, rewards and sanctions and House Point system we use in school.

The behaviour routines expected throughout the school detailed in our Behaviour Curriculum are...

- Fantastic Walking
- Star Sitting
- Legendary Lining Up
- Silent Signal
- Loud and Proud
- Silence is Golden
- ABC Habits of Discussion
- 1, 2 Adult Hand Signal
- 1, 2 Child Hand Signal
- Think, Pair, Share'

Our staff use the same language around the school relating to behaviour and the above routines so that all our children understand the expectations of our school culture. We also use a graduated approach to behaviour to ensure children are supported accordingly to their needs in school.

### D.7 Responding to good behaviour

Pupils should be valued and their good behaviour positively encouraged and rewarded. All rewards relate to our DREAM values and school rules as well as adherence to our Behaviour Curriculum.

**Bandon Hill Primary School Behaviour Recognitions**

<b>Frequency</b>	<b>Recognition</b>	<b>For What?</b>	<b>Who</b>	<b>Where</b>
<b>Daily</b>	Verbal praise and encouragement	Following the school rules and for applying the five school character values	All adults	Everywhere
	Smiles, positivity and strong role modelling by adults.	Following the school rules and for applying the five school character values	All adults	Everywhere
	Recognition board (See Paul Dix)	A specific class focus for that lesson or day or week (e.g. saying please and thank you)	All adults in class	Classrooms
	House Points	Awarded for the three school rules and the five Dream values - staff guide of what equates to 1, 2 or 3 House Points can be found in Appendix.	All adults across school	HP totals in assembly
	Headteacher/Deputy Headteacher sticker	Following the school rules and for applying the five school character values	All adults in class	Headteacher/Deputy Headteacher office
	Birthday non-uniform day	Children can choose to wear non-uniform or their birthday (or date near it if birthday is in holidays).		

<b>Bandon Hill Primary School Behaviour Recognitions</b>				
<b>Frequency</b>	<b>Recognition</b>	<b>For What?</b>	<b>Who</b>	<b>Where</b>
<b>Weekly</b>	Bandon Hill Learning Values Certificates (Dare to Dream)based on 5 'Dream' Character Values.	Following the school rules and for applying the five school character values over the week.	Teachers	Friday Achievement Assembly (Headteacher)
	Headteacher Reward	Going above and beyond in a special way that fits within the 5 Dream Characteristics.	SLT	Friday Lunchtime
	House Point winners - winning house announced (scores kept and added to termly tally)	Following the school rules and for applying the five school character values	House Captains	Assembly
<b>Half Termly</b>	Half Term Treat for House with highest house points of half-term (Mufti – Day and an extra playtime)	Following the school rules and for applying the five school character values	SLT	Assembly and Playground
	Child with Be Kind Reward, Child with Be Safe Reward, Child with Be Ready Reward (Trophies to take to class and won on behalf of class)	Being seen following Behaviour Curriculum Focus during DHT learning Walks	Chosen by Wellbeing Ambassadors/Deputy Head teacher	Assembly
<b>Full Term</b>	House with highest points of term has special treat eg: School Visit/time in local park  Individual children will also receive certificates for achieving 100+, 150+ and 200+ house points.	Following the school rules and for applying the five school character values	All Adults	Assembly/Visit

## D.8 Responding to unacceptable behaviour

Sometimes children need support following the behaviour curriculum. Here are the sanctions teachers and learning partners use at Bandon Hill Primary School.

Bandon Hill Primary School Behaviour Sanctions			
Stage	Approach	Detail	Supporting Structures
1	Non-verbal cues Reposition yourself near pupil to redirect them Positive praise of those making the right choice	Use of Warning Script (as privately as possible) from Behaviour Curriculum (see opposite)	Behaviour Curriculum Routines Initial warning script... <i>I noticed that you chose to *insert behaviour*, this is a reminder that I need you to be safe/kind/ready. Can you remember *insert an example of when you recognised the child had shown positive behaviour*... and how that made you feel? That's the *insert child's name* I need to see. Thank you for listening</i>
		Use of Follow up Script	
	Explain that pupil needs Time Out away from the rest of the children - 10 minutes within the classroom.	10 minute time for reflection time (sand timer). Use of prompt card to support their reflection while they rest (see appendix)	Follow up warning script... <i>I noticed that you chose to *insert behaviour*, this is the second time I have spoken to you about this behaviour. I need you to be safe/respectful/responsible. The consequence will be reflection *insert where* if you choose not to follow the school rules. Can you remember *insert an example of the pupil modelling positive behaviour*? That's the behaviour I need to see. I know you can make great choices. Thank you for listening.</i>
Restorative conversation on return	Restorative conversation as close to their return to class as possible using the script (linked to the laminated prompt card)	Repeated behaviours or time spent in reflection should be added to BromCom along with other behaviour incidents by the adult issuing the sanction. If the Stage 1 actions do not result in the correction of the displayed behaviours, escalate to Stage 2.	

2	<p>Reset time away from the main class activity - either in class or with Phase Lead (or partner class if year group lead unavailable) for Time Out and then time working away from class to compensate for lost learning time with duty SLT member at lunch (according the lunchtime SLT duty rota).</p>	<p>Ten minute reset period and then 30 minutes working away from class. Return to class for the restorative conversation.</p> <p>Teacher records on BromCom and teacher informs parents.</p>	<p>Behaviour Curriculum Routines</p> <p>Following script...</p> <p><i>I noticed that you chose to *insert behaviour*. You need to:</i></p> <ul style="list-style-type: none"> <li>● <i>Move seats</i></li> <li>● <i>Have 5 minutes reflection inside the classroom/ go to (describe appropriate place in the classroom e.g. book corner, quiet area, desk at the back).</i></li> <li>● <i>Have 5 minutes reflection time out of class</i></li> <li>● <i>Conversation with class teacher</i></li> <li>● <i>Have a discussion with me at breaktime/lunchtime</i></li> </ul> <p>Here is a reflection sheet to help you focus. I will come and speak to you in 5 minutes.</p> <p>Behaviour Profile Letter if this happens 2 or 3 times over a ten day period (Letter to Parents)</p> <p>If the Stage 2 actions do not result in the correction of the displayed behaviours, escalate to Stage 3.</p>
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Stage	Approach	Detail	Supporting Structures
3	<p>Extended time with SLT working away from class that day.</p>	<p>Teachers will provide work for the pupil to complete.</p> <p>Teacher records on BromCom and teacher informs parents.</p>	<p>Behaviour Support Plan agreed with SLT.</p> <p>Following script.</p> <p><i>I noticed that you chose to *insert behaviour*. I will now contact *Insert member of SLT* and you will need to go to *Insert room/space* with them. I will come and speak to you at the end of the lesson/next break/end of the day.</i></p>
4	<p>Extended time with SLT working away from class the following day (internal suspension)</p>	<p>All internal suspensions must be communicated to parents by SLT.</p>	<p><i>Child escorted to or collected by designated adult.</i></p> <p><i>For remainder of lesson or specified time</i></p>

			<i>within the day</i> <i>Teacher to provide learning and reflection sheet for the child to complete</i>
	Fixed Term Suspension	Fixed term suspension must be authorised and recorded by headteacher or deputy headteacher	Fixed Term Exclusion Guidance
5	Potential Permanent Exclusion	Permanent exclusion authorised by headteacher.	Permanent Exclusion Guidance

Further guidance on sanctions at Bandon Hill Primary School...

- House Points are not to be removed from children once they have been earned.
- Children should not be sent out to stand outside the classroom.
- There should be no whole class sanctions (such as the whole class missing playtime). On occasion the teacher may wait for the the class to be quiet in the line (See Legendary Lining, Silent Signal) when following a behaviour routine.
- The Behaviour Curriculum is to be observed by all staff and children who are on the Universal Tier of out 'Graduated' approach to behaviour. Modifications to the rules are made based on a small number of children in different tiers, often based on SEND or other considerations.

**D.16 Removal from classrooms**

Children may have a time out with the Phase Leader (see above Sanctions Chart) or if the Phase Leader is unavailable, the partner classroom. If the child continues to behave inappropriately they will continue to the next stage of the sanction chart above. At Stage 3 the child will spend time out of class with SLT.

**D.17 Detention**

Our School does not make use of formal detentions. However, there may be occasions where a child is kept back for part or all of a playtime or lunchtime if their behaviour has not followed the three school rules Be Kind, Be Safe and Be Ready such as aggressive or violent behaviour towards others.

### **D.19 Anti Bullying Strategies**

Our school ensures a proactive and preventive approach to preventing bullying, as well as responding swiftly to cases where bullying arises. Proactive approaches include direct teaching through wellbeing lessons and assemblies through our PSHE Curriculum.

We have Wellbeing Ambassadors as well as a school council to support this work. Targeted support for those who have experienced bullying or have shown bullying behaviours include Nurture, ELSA and regular check-ins with designated members of staff.

Please refer to the Anti-Bullying Procedures..

### **D.20 Recognising the impact of SEND on behaviour**

At Bandon Hill Primary School we recognise that supporting pupils with identified or suspected SEND to meet the expected levels of behaviour requires skilled professional intervention. In cases where, despite reasonable adjustment, the school's behaviour expectations have not been met, carefully considered sanctions will be applied in accordance with our Graduated Approach to Behaviour. We make use of clear communication between key members of staff, such as the classroom teacher and connected support staff as well as the Child and Families team which includes the SENCO, the Deputy Headteacher who is also the Behaviour and Safeguarding Lead, the headteacher and members of the SLT. We also draw on the knowledge of colleagues from the Trust school improvement team and from relevant outside agencies.

### **D.21 Supporting pupils following a sanction**

At Bandon Hill Primary School we recognise that pupils require additional support following a sanction, most importantly those that have involved a pupil being removed from the classroom for any length of time. This is to ensure their successful reintegration and to make sure that they still feel a valued member of the school and class community. Strategies that we use may include:

- Reintegration meetings
- Restorative conversations following a reset/reflection time
- Behaviour Support Plans
- Additional check ins with trusted adult

Pupils returning from Fixed-Term suspension will be readmitted and reintegrated with strategies to help provide a successful outcome.