



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.

School Behaviour Policy and Procedures

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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 on 27 March 2026.
- The School Specific Procedures (Part D) were approved by the Governing Body on June 2026
- The Policy and Procedure is kept under review and updated where necessary by the Education Directors in line with statutory guidance.

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.
- GLT Positive Handling and Restrictive Intervention Policy
- 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 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.
 - Imitation weapons
 - Alcohol.
 - CBD products, such as oils, vapes and gummies.
 - Illegal drugs, including THC (Tetrahydrocannabinol) and any related products.
 - 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.
- Arrive at lessons on time and be properly equipped and ready to learn
- In class, make it possible for all pupils to learn, support and promote a positive and 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 school 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 GLT Schools, mobile phones and smart watches are not 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 (see section D).
- School procedures will follow DFE Searching, screening and confiscation guidance for 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 in writing, unless doing so would likely result in serious harm to the pupil.

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 GLT Positive Handling and Restrictive Intervention Policy 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](#).

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 investigation. However, school staff may continue to follow their own investigation procedure and enforce sanctions, as long as it does not conflict with the police investigation.

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 a serious allegation, including one 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 on the school Management Information System (MIS).

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. We recognise that bullying is a form of Child-on-Child Abuse.

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: • 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)

TYPE OF BULLYING	DEFINITION
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 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. We recognise that bullying is a form of Child-on-Child Abuse and therefore support will be managed in accordance with the School Safeguarding Policy.
- 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:

Then an Exclusions Committee will consider any representations from the parents/carers, if any are made, 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

Schools should add their school specific approach here - please ensure it does not conflict with anything detailed above

D. 5 Mobile phones

Schools should add their school specific approach here - please ensure it does not conflict with anything detailed above

D.7 Responding to good behaviour

Schools should add their school specific approach here - please ensure it does not conflict with anything detailed above

D.8 Responding to unacceptable behaviour

Schools should add their school specific approach here - please ensure it does not conflict with anything detailed above

D.16 Removal from classrooms

Schools should add their school specific approach here - please ensure it does not conflict with anything detailed above

D.17 Detention

Schools should add their school specific approach here - please ensure it does not conflict with anything detailed above

D.19 Anti Bullying Strategies

Schools should add their school specific approach here - please ensure it does not conflict with anything detailed above

D.20 Recognising the impact of SEND on behaviour

Schools should add their school specific approach here - please ensure it does not conflict with anything detailed above

D.21 Supporting pupils following a sanction

Schools should add their school specific approach here - please ensure it does not conflict with anything detailed above

Part D - School Specific Procedures

D.1 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'
- Silent Corridors
- Kind Words

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.2 - School Rules Expectations

Be Kind	Be Safe	Be Ready
Adults teach behaviour so that children... • Speak nicely to each other • Treat others as they want to be treated • Celebrate each others' achievements as well as being proud of their own • Embrace diversity and equality, seeing difference as a strength of our school community • Respect the cultures, religions and views of others • Respect others' rights to learn and for learning	Adults teach behaviour so that children... • Can move around school and complete their activities with their own and others safety in mind • Known what consequences their actions may have on others • Make healthy decisions about their physical and mental wellbeing • Allow others to be free from threats, insults and bullying • Respect others' property and the environment we learn in • Think carefully when online - about their 'footprints' as well as choices	Adults teach behaviour so that children... • Plan ahead, organise and evaluate their learning • Follow instructions and accept advice or help promptly • Come to school ready and motivated to learn, with everything they need • Allow others to learn free from disruption
Children will know that we... • Use excellent manners • Hold doors open for people • Talk kindly to others • Respect others right to learn • Respect school property by looking after it • Use a calm and polite tone of voice • Respect the cultures, views and religions of others	Children will know that we... • Tell an adult if we don't feel okay or are worried about someone else • Know who the school Designated Safeguarding Leads (DSLs) are • Sit still and focus using 'Star Sitting' • Walking through corridors using 'Fantastic Walking' • Play games that do not	Children will know that we... • Are in the right place at the right time • Wear correct school uniform • Have all the needed equipment to know where to find it • Arrive on time ready to start the day or session • We are ready to learn

● Follow adult instruction promptly ● Celebrate others' achievements as well as being proud of our own	● become too physical ● Use calm and respectful tones when we communicate ● Understand how our actions can impact others ● Responding appropriately to other thoughts, feelings and actions	
As Adults we will... ● Model, practice and apply respect towards all children, staff and parents ● Name and praise respectful behaviours and good manners, explaining why this is important ● Model empathy, kindness and compassion to all, encourage this in children too ● Take time to listen and value the ideas of others - promote differences, similarities and understanding ● Use PSHE times to discuss and reflect on social behaviours ● Show pride in their class to build self-belief and reinforce positive behaviour choices ● Use clear restorative strategies for solving problems: what has gone wrong, why and how can we make it better? ● Seek to understand	As Adults we will... ● Have high expectations for safe behaviours that are clear and shared regularly ● Make sure that routines are clear, consistent, known by all and stuck to ● Ensure that children's voices are heard and acted upon within school ● Teach and explain what being safe looks like and why it is important - in class, moving around school and at less structured times using the Behaviour Routines as a guide ● Explain why being safe is important ● Recognise and praise behaviours that help others learn and play safely - create good habits ● Encourage children to think about what they say to ensure what is said is true, helpful, inspiring, necessary or kind	As Adults we will... ● Be ready and organised to deliver quality learning, including the classroom environment ● Have high standards, clear expectations and strong routines to support children ● Engage all children through providing inspiring learning opportunities everyday ● Model and support children so they know what to do: using visuals and scaffolds to help ● Use strategies to support focus, attention and safety such as carpet spaces, table feedback, seating places, full class attention before we begin, safe spaces offered where needed etc. ● Give reminders and help children to get it right: always try to catch this happening ● Give specific praise and recognition for learning, behaviour and effort,

children's needs and emotions • Take care of school/class property and promote this with children too • Promote effort, achievements in work and behaviours through use of Housepoints and DREAM certificates • Take every opportunity to set team challenges and positively reinforce team work in classes	• Use PE lessons and other opportunities to teach games, modelling safe play and moving safely • Teach what personal space is: reinforce at all times, including through PSHE lessons and PE • Monitor gates to playground to keep the grounds safe • Make sure any visitors in school are DBS checked and are recognisable around school (DSLs) • Take notes of any safeguarding concerns, sharing with the DSLs through CPOMs and the 'Yellow Forms' • Provide First Aid and medical help to keep children healthy and parents informed (school office and first raiders) • Provide a safe space for children who struggle to remain calm and may need support with managing their emotions • Work with parents to help children with settling in school and with their friendships • Model use of kind, respectful words in order for children to keep each other emotionally safe • Provide assemblies and lessons to promote children being physically and mentally safe	and award house points where appropriate • Make sure that expectations are clear, age appropriate, modelled and reinforced for children • Use a variety of ways to support communication and understanding: visuals, tone of voice, gestures and signs • Use recognition of some to inspire others: put most attention on the behaviour we want to see • Recognise if and when we get it wrong and work with parents to put it right
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D.3 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.

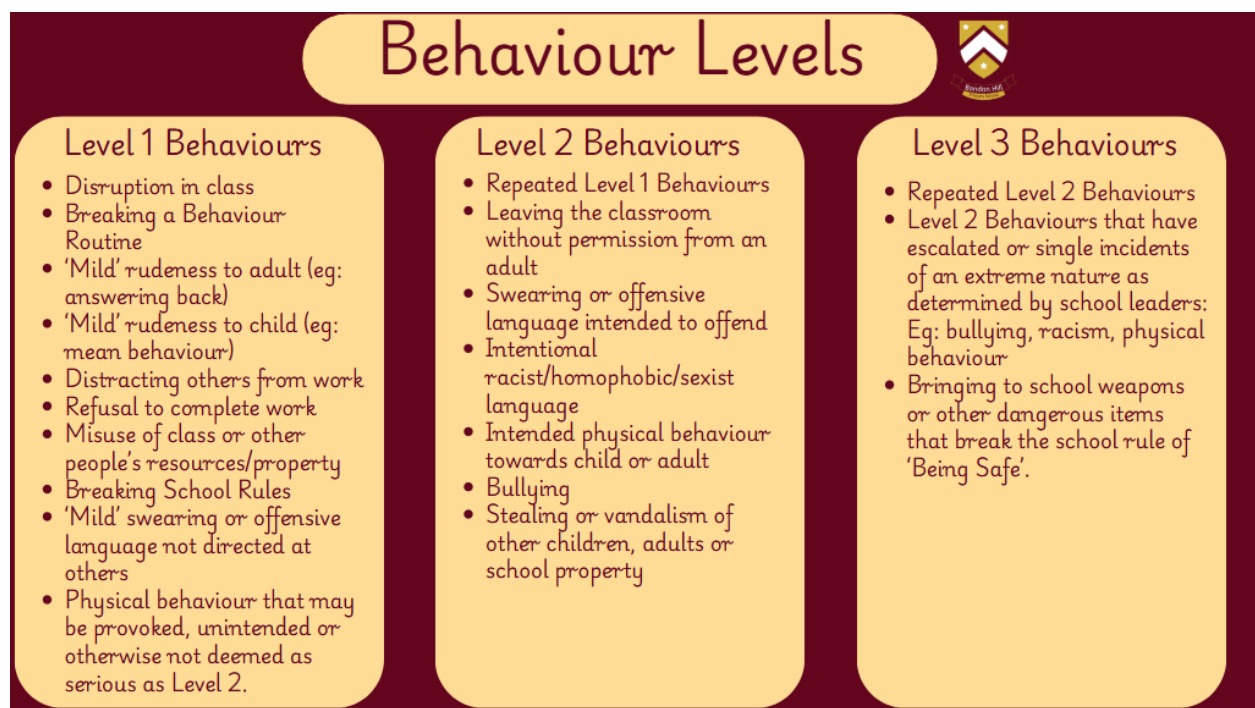
Bandon Hill Primary School Behaviour Recognitions				
Frequency	Recognition	For What?	Who	Where
Daily	Verbal praise and encouragement	Following the school rules and for applying the five school character values	All adults	Everywhere
	Smiles, positivity and strong role modelling by adults.	Following the school rules and for applying the five school character values	All adults	Everywhere
	Recognition board (See Paul Dix)	A specific class focus for that week (a focus behaviour routine)	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 A.	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).		

Bandon Hill Primary School Behaviour Recognitions				
Frequency	Recognition	For What?	Who	Where
Weekly	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
Full Term	House with highest points of term has special treat eg: School Visit/time in local park (KS2 IntoFilm festival free cinema visits.	Following the school rules and for applying the five school character values	All Adults	Assembly/Visit

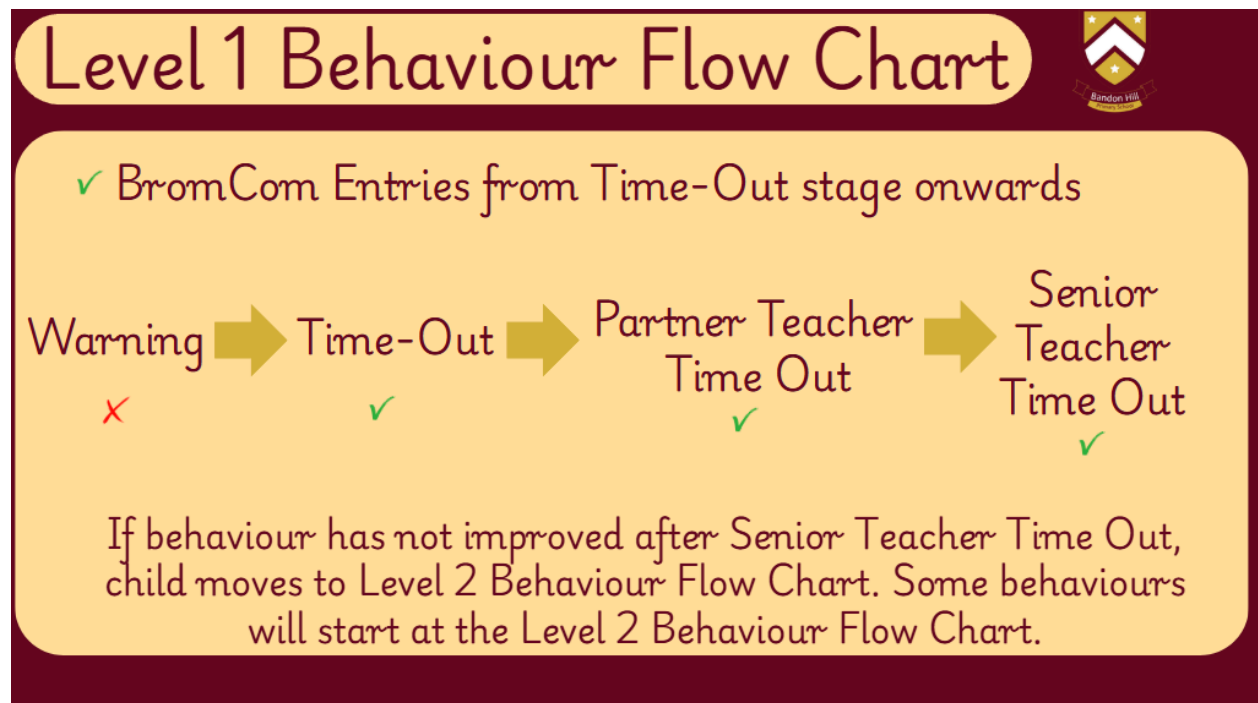
D.4 Responding to unacceptable behaviour and Levels of Behaviour

Sometimes children need support following the behaviour curriculum. Here are the sanctions teachers and learning partners use at Bandon Hill Primary School which refers to the graduated approach to learning, as well as the specific behaviours relating to each level of the graduated response (see appendix D).

The chart below shows different behaviours and whether they are deemed to be Level 1 Behaviours, Level 2 (with informal 'Behaviour Profiles' set up by the teacher to monitor children) or Level 3 and beyond (which require Child and Families Team/SLT oversight).



D.5 Level 1 Behaviours



Level 1 behaviour includes disruption, rudeness to adults or children, breaking behaviour routines etc. See 'Behaviour Levels' above.

Flow Chart Stages are as follows...

- **Warning**

This can be the teacher using non-verbal cues (such as meeting eye contact etc) or the teacher explicitly saying, "This is a warning". The staff member will give positive praise of those making the right choice

- **Time-Out**

This is a 10 minute time-out away from the activity but within the class at another table to give the child chance to reflect. All negative behaviours from this point on are logged onto BromCom which is used to monitor Bandon Hill children's behaviour.

- **Partner Teacher Time-Out**

In this case the pupil is sent to the partner teacher for a 20 minute period with a reflection sheet to complete. The KS2 reflection sheet can be found [here](#) and the KS1 reflection sheet can be found [here](#).

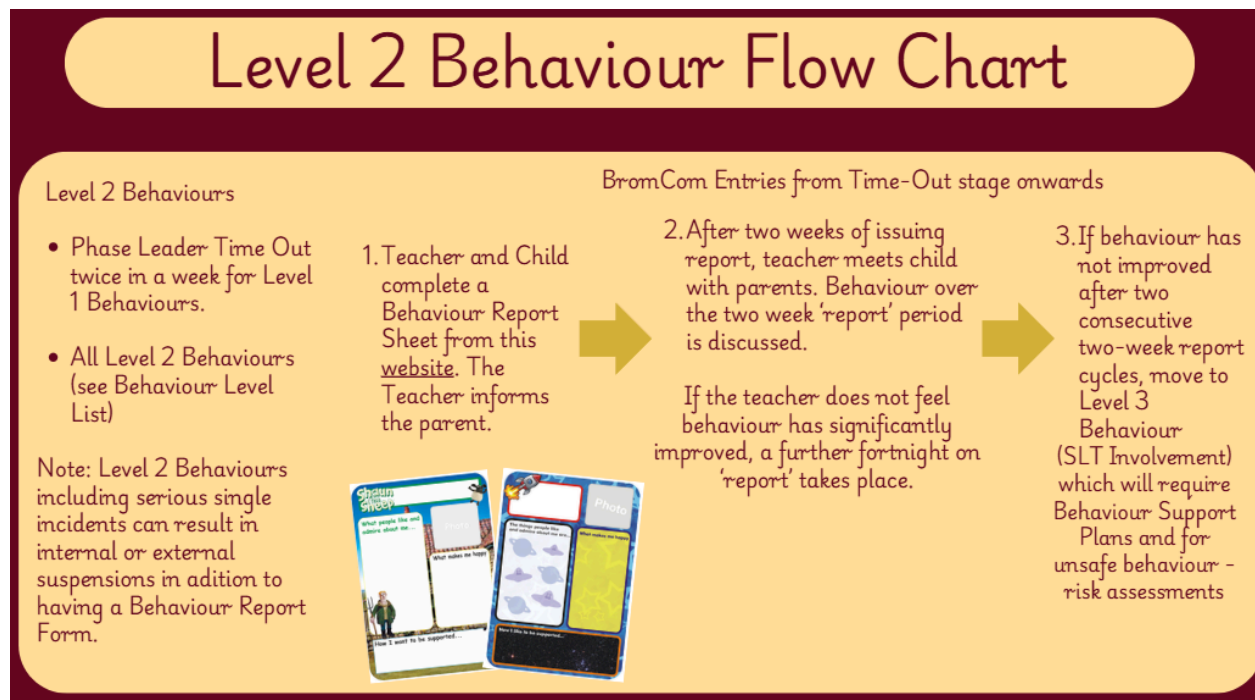
- **Senior Teacher Time-Out**

The pupil is sent to the senior teacher in the phase with a further reflection sheet. The senior teacher will decide if this behaviour constitutes escalation to Level 2.

Bandon Hill Primary School Level 1 Sanctions and Scripts	
Approach (See flowchart)	Detail
Step 1 Non-verbal cues or verbal warning.	Does NOT require a BromCom entry. Warning Script <i>I noticed that you chose to *insert behaviour*, this is a reminder that I need you to be safe/kind/ready.</i> If appropriate to the situation... <i>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>
Step 2 Reset time away from the main class activity (Time Out) - in class. The teacher should have a space in the class ready for 'Time Outs'.	Recorded on BromCom. Ten minute reset period in 'Time Out'. 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 time out in the classroom. I know you can make great choices when you want to. Thank you for listening.</i>

Step 3 20 minute Time Out with partner teacher. Children must complete Reflection Sheet (Appendix D)	Recorded on BromCom. Twenty minute reset period in Partner Teacher's class with Reflection Sheet. <i>I have noticed again that you chose to *insert behaviour*, this is the third time I have spoken to you about this behaviour. I need you to be safe/respectful/responsible. The consequence will be reflection time out of the classroom at *insert teacher's name*. You must complete a reflection sheet when you are in the classroom. Thank you for listening.</i>
Step 4 20 minute Time Out with Phase Lead or Senior Leader. Children must complete Reflection Sheet (Appendix D)	Recorded on BromCom. Twenty minute time in Phase leader/Partner teacher class with Reflection Sheet. Phase Leader/Senior Teacher will listen to child and teacher regarding behaviour and will escalate to Level 2 if there is no improvement in behaviour. <i>You are now showing serious behaviour *insert behaviour*. You will now go to spend 20 minutes with *insert teacher's name*. You must complete a further reflection sheet when you are in the classroom. *Insert Phase Leader/Senior Leader name* will then decide if you need to spend time with one of the school leaders.</i>

D.6 Level 2 Behaviours



There are three ways for a child's behaviour to escalate to Level 2. These are...

- Phase Leader Time Out twice a week (persistent misbehaviour)
- Level 2 Behaviour Incidents (please see Behaviour Levels above)

Level 2 Behaviour Sheet

If a child reaches Level 2, they complete a Behaviour Report sheet with the class teacher. There are a number of Behavior Report sheets available, a selection of which are included as appendix B. Here is the process for the Level 2 Behaviour Sheet...

- Step 1 - The child has shown repeated Level 1 behaviours or shown behaviour which has escalated them to Level 2 as described above. With the teacher, they complete a Behaviour Report form which is then shared with the parents.
- Step 2 - After two weeks, the Behaviour Report is reviewed by the teacher with the child and parent present. If the behaviour that had previously been displayed by the child has improved, they are no longer on the Behaviour Report Form.

- Step 3 - If behaviour has not improved, the child has another two weeks on Behaviour Report. At the end of the two week period, the teacher meets the child and parent again. If the behaviour displayed by the child has improved, then the child is no longer 'on report'.
- Step 4 - If the child has not improved their behaviour after the full 'report' period, the Child and Families Team are informed and a Level 3 Behaviour Support Plan is planned and implemented.

D.7 Level 3 Behaviours

Level 3 behaviours include persistent disruption or defiance despite the behaviour profile period, sustained bullying, serious threatening behaviour or violence towards pupils or staff, persistent dangerous behaviour (including continued leaving the classroom).

The Level 3 Behaviour Response is bespoke, formulated by the Child and Families team after consulting with the class teacher and phase leaders/senior teachers in the Key Stage.

The Level 3 response will mean the following...

- A Behaviour Support Plan - more formal than the behaviour profile, this will be reviewed monthly by the Child and Families team in consultation with teachers and parents. An example can be found in Appendix C.
- Behaviour 'Grab-sheet' - This is a condensed one-page summary of the Behaviour Support Plan which all staff working with the child will have. The grab-sheet will contain de-escalation strategies if required.
- Risk Assessment - where the child is a danger to themselves or others, there will also be a risk assessment in place.

D.8 Level 4 and Level 5 Behaviours

If a child's behaviour escalates beyond Level 3, a 'Pupil At Risk of FTS/PEX High Needs Strategy Meeting'. Where SEND is a contributing factor, this will involve the Greenshaw Learning Trust SEND Assistant Director. For all Pupil at Risk of PEX, the GLT Assistant Director for Behaviour will be involved. Please see the graduated approach document on Appendix D for these behaviours which are always bespoke to the children.

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 our '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.9 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.10 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.11 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 when 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 or the SLT. We also draw on the knowledge of colleagues from the Trust school improvement team and from relevant outside agencies.

D.12 Suspensions

Persistent Level 2 behaviours or single serious incidents can result in internal suspensions or external fixed-term suspensions.

Internal Suspensions - For children on a Level 2 Behaviour Profile or children with one-off serious behaviour incidents, internal suspensions will be given by the Senior Leadership Team. This involves a full

or half-day (depending on severity) where the child will complete work in the office of an SLT member. If a child is absent on the day of the internal suspension, the internal suspension will start when the child returns to school.

Fixed-Term external Suspensions - Usually fixed-term external suspensions are issued at Level 3 or above for breaches of their Behaviour Support Plans (below) or serious breaches of the school rules. However, fixed-term external suspensions may be issued for persistent negative behaviour after already receiving a recent internal suspension, or a serious one-off breach of the school rules.

See the FTX/PEX policy for further information on suspensions and exclusions.

D.13 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 reflection time
- Behaviour Profiles (Level 2)/Behaviour Support Plans (Level 3)
- 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. This takes place in a formal 'Reintegration Meeting'.

Appendix A - House Points Guide

Number of Points	Positive Behaviours
1	Following class rules, good examples of behaviour routines eg: Fantastic Walking, Star Sitting, Legendary Lining Up, examples of following the five Character Values, examples of following the three school rules Who can issue single points? All adults
2	As above but for children going the 'extra mile' such as excellent contributions to ABC Habits of Discussion, great examples of kindness to others, intentionally following a character value and explaining how that value has been met Who can issue single points? All adults
3	Examples of the above worthy to gain 'Dream Award' certificates Who can issue single points? All adults

Appendix B - Example of Level 2 Behaviour Report



What people like and admire about me...



Photo

What makes me happy

How I want to be supported



Appendix C - Example of Level 3+ Behaviour Support Plan



Primary School - GLT Behaviour Support Plan



Pupil Name:	XXXX	Year Group:		Date Issued:		Review date:	
PP:		SEN:		Area of Need:		EAL:	
Behaviour Support Plan							
Things I find easy and enjoy...				I have a behaviour support plan because...			
•							
I find things tricky when...				You'll know if I'm finding things tricky because I'll...			
•				•			

Personalised Provision	
Universal Provision	
Triggers	
Identified Triggers	Proactive Strategies
Bubbling Behaviours	
Signs of Dysregulation	Deescalation Strategies
High Level Behaviour/ Crisis	
Dysregulated Behaviour	Deescalation and Management Strategies
Post Crisis Management	
Recovery and Repair	Consequences

Appendix D - Graduated Approach to Behaviour



BANDON HILL PRIMARY GRADUATED APPROACH TO BEHAVIOUR

Behaviour Graduated Response Tool				
Stage	Group	Provision & Support	Resources	Who
5 Intense Support	Children unable to access mainstream learning	- High Risk group - consult with Cognis/Local Authority - Off-site alternative provision determined by LA (Limes, PRU etc) - High adult ratios (e.g. 2:1) - EHCP - No mainstream expectations in terms of timetable and curriculum - Safety of pupils and of others is the priority - separate room/playground timetables if on school site.	- Serious incident resources if required - Supporting evidence documents	Primary Director
4 Highly Focused Support	Children at risk of not accessing mainstream learning	- Child and Families Team to discuss support options (eg: external groups such as Limes College) - External agencies involved (through Early Help Services from Sutton if appropriate) - Internal Alternative Provision (through Nurture if Appropriate) - Increased adult ratio - Adapted timetables and/or curriculum - EHCP referral through Senco - Playground supervision/restrictions where appropriate	- GLT Reasonable Adjustments - Team Around the Family Meeting - Pupil Centred Planning Meeting - Request for Pupils at Risk of Suspension	- External Agencies - GLT ADs - Headship Team
3 Targeted Support	Children requiring more sustained support	- Phase lead to feedback to Child and Families Team any child moving to Stage 3. Team determines and coordinates response. - Multi-team support coordinated by Child and Families Team within school to include support staff, nurture, ELSA - School-based interventions outside of classroom structure eg: Eg: ELSA and Nurture - Behaviour Support Plan (this is different to the Behaviour Profile described in Stage 2) - Completion of risk assessment if behaviours are causing physical or emotional harm (in collaboration with SENCO by teacher) - Parents signposted to external support (such as 'Paving the Way' through Sutton organised by SENCO) - School uses outreach services to support work in school (eg: outreach work)	- Behaviour Support Plan - Risk Assessment - GLT Reasonable Adjustments - Additional Offer Projects such as Behaviour With Specific Groups of Pupils (Nurture) - Request for Pupil At Risk of FTS/PEX High Needs Strategy Meeting if at risk of moving to Stage 4	- SLT/Child and Families Team - SENCO - Family Support worker or equivalent - Out-reach services - GLT SILs/ Behaviour Team - Line Manager
2 Early Intervention	Children showing initial need for some additional support	- In-class interventions with usual class-based team - These interventions might become part of ongoing provision if effective - One page behaviour profile to be written and shared with parents - Initial fortnightly review (if behaviour profile is renewed in 3 consecutive fortnights, move on to stage 3)	- Behaviour Leads Network - GLT Reasonable Adjustments - Additional Offer Projects such as Behaviour Audit Follow up or In-Class Behaviour Review	- Class teacher - TA/s if applicable - Problem solve with colleagues
1 Universal support	All children	- Class based practices with usual class-based team - School behaviour policy - School behaviour curriculum - Routines	- GLT Behaviour Curriculum - Routines - Shared Principles - Additional Offer Projects such as Behaviour Audit or developing aspects of Behaviour Curriculum - BromCom to log individual rewards and sanctions	- Class teacher - Learning Partners if applicable

Appendix E - Behaviour Routines Part 1



Fantastic Walking

We can all show Fantastic Walking when moving around the school by...

- Standing up straight
- Walking in a straight line
- Having our hands by our side
- Walking without talking
- Paying attention by looking where you are going, having a safe distance from others around you and the environment (without leaning on walls whilst waiting)

We use Fantastic Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around school



Behaviour Curriculum

Whole School Routines



Legendary Lining Up

- Stand up straight behind the person in-front of you
- Track the front of the line, where you are walking towards or the adult
- Have your hands by your side
- Be silent - no talking
- Move - walking in a straight line
- Attention - looking where you are going, keep a safe distance from others around you and the environment (without leaning on walls whilst waiting)



Behaviour Curriculum

Whole School Routines



Silent Signal

- The adult will stand in a position in the room where all children can see them
- They will look around the room (radar)
- They will raise their hand (palm facing towards children) so everyone can see
- They will wait for children to acknowledge by raising their hands (and tapping the person next to them if they haven't noticed)
- Once 100% have attention on the adult, they will lower their hand

Children copy by lowering their hand



Behaviour Curriculum

Whole School Routines



Star Sitting

- Sit up straight: good posture, back against the back of the chair
- Track the speaker: showing others their ideas matter and they are valued.
- Active listening: encouraging the speaker, nodding, smiling and using ABC (Habits of Discussion) when they speak.
- Respect others around you: empty hands.



Appendix E - Behaviour Routines Part 2

Behaviour Curriculum Whole School Routines	Behaviour Curriculum Whole School Routines
 Loud and Proud! • Respond to the question or discussion • Speak to the whole class - look at your audience • Make sure you project your voice so all children can hear • Speak loud and clear 	 Silence is Golden When the adult in the classroom requests 'Silence is Golden'... • Know the importance of silence for myself and others • Maintain silence for the duration of the task • Know that I must be silent when somebody else is speaking • Use my pupil signals (1, 2 Signal, Hand Up) 
Adult 1, 2 Hand Signal • When the adult raises their hand and displays 1 finger, you will begin transition - Standing/Sitting • When the adult raises their hand and displays 2 fingers, move to line or table or carpet   	Child 1, 2 Hand Signal • When I raise my hand and display 1 finger, I am requesting to go to the toilet • When I raise my hand and display 2 fingers, I am requesting to get a Drink or a task that doesn't need an adult (e.g. sharpening a pencil) You must then wait for the teacher to respond.   

Appendix E - Behaviour Routines Part 3

ABC Habits of Discussion

Agree

I agree with’s idea because...

I agree with, however, I have nothing else to add.



Build

I’d like to build on’s idea...

There’s another example of what is talking about...



Challenge

I would like to challenge’s idea because...

I think it’s more complex than what we’ve been saying because...



Fantastic Contributing



Behaviour Curriculum Whole School Routines



Think, Pair, Share

When your teacher asks you to ‘Think, Pair, Share’...

- Know who your partner is
- Know what partner you are (A or B)
- Know how long you have to discuss
- Know what you need to discuss or respond to with your partner
- Turn and face your partner

When you begin to discuss the topic of the ‘Think, Pair, Share’ activity...

- Partner A/B starts speaking followed by Partner B/A
- Partner A/B speaks whilst Partner B/A listens carefully to what their partner says
- Partner B/A responds to their partner whilst Partner A/B listens carefully



Behaviour Curriculum Whole School Routines



Silent Corridors

- After morning registration, all corridors should be ‘Silent’.
- No talking in the corridors when moving around the school.
- You may say ‘Hello’, ‘Good Morning’ or ‘Good Afternoon’ in a sensible tone to someone passing you on the corridor.
- This routine is for breaks, lunches and during class time.



Behaviour Curriculum Whole School Routines



Kind Words

- We think before we speak - say only kind words.
- We say, “Please”, “Thank You” whenever it is appropriate.
- We never say words that could be hurtful to others.
- We speak to everyone with respect, other children and adults.



Appendix F - End of Playtime Routine

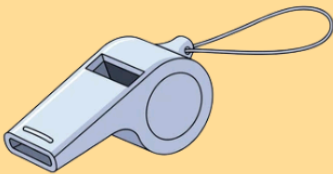
End of Playtimes Routine



Step 1: Long Whistle - All children 'freeze' where they are.

Step 2: Short Whistle - Children walk calmly to the lines.

Step 3: Long Whistle - After a short period, blow the whistle for children to be quiet and show 'Legendary Lining Up'. Adults may use Silent Signal as well if a line takes longer to settle down.



Appendix G - How records incidents on BromCom

Recording Behaviour Incidents

Who should log Behaviour Incidents on the BromCom System?

Incidents in the classroom		Class Teacher or covering HLTA
Incidents in Assembly		Staff member leading the assembly
Incidents in an extra-curricular club		Staff member leading the club or SLT if it is an external club
Incidents in the corridor when teacher is present		Class Teacher or covering HLTA
Incidents in the corridor when teacher is not present		Member of staff who witnessed the incident (the teacher should be informed)
Incidents at wraparound		Wraparound staff
Incidents in the playground		Teacher from information supplied by mid-day supervisor unless very serious (Level 2 behaviours) then SLT.