



Behaviour for Learning Policy

This policy should be read with:

- Child protection policy
- Attendance Policy
- Equality Policy
- Online Safety Policy

Vision

Our vision is to promote good behaviour, which supports learning, by developing self-regulation, resilience and relationship skills that will help them succeed long after they leave

us. We have a culture of reflective thinking when challenges arise, with opportunities to put things right and try again. We understand that behaviour is a form of communication. When a child experiences challenges, we aim to understand the reason behind this: our responses are personalised, proportionate and rooted in empathy.

Our ethos, which is grounded in promoting respectful relationships, is fundamental to our approach. Our vision is achieved because staff invest in building positive relationships with our children this trust is what makes high expectations feel supportive. Every adult is responsible for ensuring their actions reflect our values and support The Burnt Ash Learner. considering carefully how their own behaviour, language and attitude shape the culture children experience every day.

We have high expectations and a consistent approach. Our behaviour management system underpins this by rewarding and promoting good behaviour. There are proportionate consequences for unacceptable behaviour.

We promote high standards because we want the very best for our children. When things go wrong, we treat it as an opportunity to reflect, learn and try again. Bullying, in any form, is taken seriously and addressed swiftly: there is zero tolerance to any form of bullying. We teach children about the importance of being an upstander rather than bystander, using their actions as a power for good.

Aims:

This policy ensures a consistent, supportive approach to behaviour across the whole school that is understood and applied by every member of staff.

For our children, we aim to support them to:

- Develop self-regulation, resilience and the ability to make positive choices
- Build strong, trusting relationships with the adults around them
- Make good or better progress by developing excellent behaviour for learning
- Understand the impact their actions can have, regardless of intent
- Resolve difficulties in a caring and empathetic way with a focus on reflection and moving forward

For our staff, we aim to:

- Model and promote high standards of behaviour in everything we do
- Provide clear guidance so that every adult responds to behaviour in a consistent and empathetic way
- Develop a deep understanding of behaviour as a form of communication
- Empower them to use their knowledge and understanding of children to support children and respond in the moment

Our positive approach is reinforced by our Golden Rules and Good Learning Rules. These are displayed clearly across the school and regularly revisited with children.

Our Golden Rules

We are kind and polite
We take care of all property
We listen carefully and follow instructions
We are honest and truthful

We show respect to everyone

Our Good learning Rules

Good sitting
Good listening
Good looking
Good thinking
Good taking turns to speak

Roles and responsibilities

Positive behaviour at Burnt Ash is everybody's responsibility. This section clarifies what that looks like in practice in our community.

The Governing Board

- monitor and approve the effectiveness of this policy
- hold the Headteacher to account for its implementation.

The Headteacher

- ensures that the school environment encourages positive behaviour
- that staff are equipped to implement this policy consistently
- ensures that staff support behaviour effectively
- that rewards and consequences are applied fairly across the school.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They:

- Develop positive relationships with children
- Greet children warmly at the start of each session
- Establish clear, predictable routines so children feel safe and know what to expect
- Create enabling environments that help children to engage and learn
- Communicate high expectations clearly, using both words and non-verbal cues
- Highlight and celebrate good behaviour
- Have a plan for dealing with low-level disruption
- Use positive reinforcement
- Conclude each day positively and starting the next day afresh

Parents and carers are valued, essential partners and that strong relationships between home and school is pivotal in developing children. We know that when home and school are consistent in their expectations and approach, children thrive. We ask parents to talk with their children about our Golden Rules, to engage with school at parents' evenings and events and to maintain regular, informal contact with staff. We welcome on-going dialogue with parents and carers: staff are available to speak to at drop off and pick up daily, or can be contacted via the school office.

Teaching and learning cannot take place without clear expectations: we ask that parents recognise that staff will support behaviour patiently and positively, using this policy. We also offer support to parents to help them understand how they can monitor and guide their children's interactions and behaviour online.

Code of conduct

Children are expected to:

- Behave in a calm, orderly and self-controlled way
- Show respect to members of staff and each other
- Move quietly and sensibly around the school

- Treat the school building and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Act as an upstander by speaking up when witnessing unkind behaviour.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the Child.

The school's special educational needs co-ordinator will work with staff to evaluate the needs of children who demonstrate challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where appropriate, 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 complex needs are identified, we will liaise with external agencies and plan support programmes for that child. We work with parents to create the plan and review this on a regular basis. To ensure a smooth transition to the next academic year, pupils visit their new classrooms for several 'Getting to know you' sessions with their new teacher. To ensure the right support is in place, information related to behaviour is discussed at a handover meeting with our Pastoral team at the start of the term or year. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools.

Training

All staff receive high-quality training on positive behaviour management and our whole school approach to our behaviour system. This continuous professional development (CPD) is an integral part of school life and forms part of the induction process. The aim of our CPD is to give staff a deeper understanding of the key elements of positive behaviour management, the theory and values underpinning it and how it works in practice.

Pastoral team

The Pastoral team provide social and emotional support to improve the welfare of children, families and staff.

They help pupils:

- Develop positive relationships with peers and adults
- Grow self-esteem, resilience and confidence
- Learn skills in managing their emotions and resolving conflict
- By providing extra support/ intervention when children are experiencing difficulties

They help families:

- Gain access to a range of local support services
- To engage with the school in managing challenging home or school situations
- To get advice and guidance on a range of issues

They help staff:

- To develop individualised support for children that may be struggling
- To support challenging behaviour
- To build and maintain positive relationships with children and families
- Develop and deepen their knowledge and understanding of emotional regulation and SEND
- To access any additional support they may need for their wellbeing

Behaviour management

At Burnt Ash Primary School we aim to foster children's positive self-esteem. We encourage children to develop and demonstrate good behaviour, which is reinforced by our Golden Time and Golden Globe system. Golden points are recommended to class teachers for individuals who go above and beyond the expectations or consistently display good behaviour. Golden Globes are awarded to the class for whole class good behaviour, effort and teamwork. For our Early Years and Provision classes, the golden point system may be adapted to meet the needs and development of the children.

Positive relationships are at the heart of behaviour management at Burnt Ash. Staff invest time getting to know their children well and build strong, trusting relationships, recognising that these are the foundation of positive behaviour and successful learning. Staff set high expectations for behaviour and learning in the classroom, on the playground and when moving around the school. We recognise that 'what we permit, we promote': expectations are taught clearly and applied consistently by all adults. This helps the children to understand what positive behaviour looks like and creates a culture where everyone feels safe, happy and ready to learn.

Children are expected to move around the school in a calm and orderly manner and arrive ready for learning. To achieve this, transitions are structured and well managed. Teaching and support staff collect their class/group on time.

Behaviour Support Plans

We have a positive, holistic approach to behaviour, where each child's unique needs are recognised. If a child's behaviour continues to be of concern, a behaviour support plan will be written with support from the Pastoral team and any other appropriate adults (phase leaders/ SENCo/ SALT/ parents). This is to ensure that the rewards and consequences are adapted and strategies for dealing with any behaviour issues are specific for that child. If required, a discussion will take place with those concerned about whether the child is placed on the special needs register and if further interventions need to be put in place.

The child may have access to specific interventions either 1:1 or in groups with a member of the Pastoral team. Examples include, counselling, ELSA, Drawing and Talking, Sand Tray, Play Therapy and Social Skills. Each programme of intervention is individually based and therefore will vary in frequency and length.

Rewards and consequences

Golden Points

They bring our golden rules to life - children are awarded 5 golden points for every day they attend school. The 5 points are given to the children upholding the Burnt Ash Golden Rules. Children are encouraged to 'hold onto' their 5 points by showing good learning behaviours and following the golden rules. Where children go above and beyond these expectations, such as acting as fantastic role models who consistently display good behaviour, they may be awarded additional golden points. When adults other than the class teacher award points, these are always a recommendation for the teacher's consideration.

Children must have a minimum of 20 points by Friday lunchtime to have earned Golden Time (this increases to 25 points in Y6, to reflect the higher standards expected). The Class Dojo website/app is used to collate the golden points each week. Every child is given a digital profile and golden points are allocated to their avatar. The amount of golden points needed to participate in Golden Time is adjusted if a child is absent.

- 1 day absence - 16 golden points
- 2 days absence - 12 golden points
- 3 days absence - 8 golden points
- 4 days absence - 4 golden points

Children have regular opportunities to check their golden points with their teacher, see their progress and receive encouragement to stay on track. This is particularly important for children who may be finding it difficult to maintain good behaviour; Senior Leaders or pastoral team can review their points and help them to get back on track.

Class Dojo categories for awarding or removing golden points are set for consistency across the school. Teachers should not remove or add their own categories, as these have been designed to reflect the agreed behaviours and Golden Rules.

Children with the most golden points at the end of the week are awarded 'Star of the Week' and are given priority when signing up for golden time.

Golden Points in Reception

Reception children are at the earliest stage of their school journey and are developing an understanding of routines, expectations and self-regulation. For this reason, behaviour feedback in Reception is more immediate than in the rest of the school.

Staff use frequent praise, encouragement and recognition to reinforce positive choices as they occur. Rewards such as Golden Points, stickers and Star of the Day/ Week certificates help children make clear links between their actions and positive outcomes.

Where children require support to meet expectations, staff provide immediate guidance and reminders, enabling pupils to understand expectations and make positive choices in the moment. If children require further reminders, this may result in the loss of Golden Points, helping them understand the link between their choices and the school's expectations. As pupils develop greater independence and self-regulation, they are gradually supported to engage with the wider school's behaviour and reward systems ensuring they are ready for Year 1 and beyond.

Golden Time activities usually take place on a Friday afternoon from Year 1 to Year 6. When children sign up for Golden time on the shared Google Doc, it is done in order based on the number of Golden points from the previous week, starting with Stars of the Week. Stars of the Week are given a certificate in assembly the following week.

Additionally, a certificate for outstanding behaviour is awarded at the end of the school year for children who have earned the most golden points in each class (Gold, Silver and Bronze).

Lost Golden Time:

Children who have been involved in a serious incident, or who have demonstrated persistent difficulties in meeting the school's expectations, leading to the loss of a significant number of Golden Points across the week, may miss part or all of Golden Time following discussion with their class teacher and/or a member of the leadership team.

If a child is not on track to earn Golden Time, this is communicated to Senior Leaders and parents before the end of the week so that support can be offered to help a child get back on track.

For children in Key Stage 1, staff also recognise that behaviour and consequences can feel disconnected when several days pass between them. Where a child experiences difficulties meeting expectations early in the week, appropriate support, reflection and consequences will be put in place at the time of the incident to help the child understand and learn from their choices.

If the child subsequently demonstrates improved behaviour, it may be more appropriate for them to miss only a short part of Golden Time on Friday to have a reflective conversation with their class teacher, rather than miss the entire session. This enables the child to remain accountable for their earlier choices while also recognising the positive changes they have made.

If a child has not earned Golden Time, teachers record this on CPOMS under 'behaviour log – lost golden time': select 'golden time' under the alerts section to ensure the relevant staff receive a notification. The CPOMS log needs to include how many points the child had, the reason why they missed it and what they need to do to earn it the following week. On Friday afternoon, a letter is sent home to parents via email relaying this information so they can support and encourage an improvement in their child's behaviour. The wording from the CPOM log is used in the letter.

KS2 children who miss Golden Time spend the session with the Headteacher or Deputy Head. Children who are due to miss golden time but are absent on the Friday will miss appropriate playtime the following week.

Golden Globes

Golden Globes are earned as a class for good conduct. Any member of staff can recommend Golden Globes to the class teacher for consideration. Some examples of Golden Globe conduct might be settling into learning activities quickly and without fuss, moving around school calmly and sensibly, representing the class well in assembly, showing kindness and encouragement to one another, or leaving shared spaces tidy and ready for others. Classes can earn additional golden globes through everyone regularly accessing Times Table Rock Stars, Athletics or Accelerated Reader and are awarded to the classes who are in the top three in the week Attendance and Punctuality Awards.

Each class has a special container which holds 'Golden Globes'. When classes fill their container they are rewarded with something special of their choice e.g. own clothes day, a trip to the park. The containers are brought to assembly every Monday to celebrate the progress of each class.

Behaviour in assemblies

Assemblies are an important part of school life at Burnt Ash, they provide opportunities for children to come together as a school community, celebrate success, reflect on shared values and unpick any school issues that may arise. To ensure assemblies are calm, purposeful and enjoyable for everyone, high standards of behaviour are expected at all times.

At the start of each academic year, teachers explicitly teach and rehearse assembly routines and expectations. Children line up quietly, walk to the hall calmly and enter sensibly. Where appropriate, classes or individual children may have designated positions in the line or hall to support positive behaviour and engagement.

Children are expected to listen attentively, participate appropriately and show respect to speakers and one another. An appropriate number of staff remain in assemblies to support behaviour and reinforce expectations. Each class is collected by an adult at the end of the assembly and walks back to the class calmly and sensibly.

Consequences

We understand that all adults in school are part of the context in which children are behaving and that our own behaviour has an impact on theirs. Staff deal with situations in a positive and calm manner,

adopting an inclusive and proactive approach to unacceptable behaviour. De-escalation and distraction strategies are used to diffuse situations as required. On occasion, a 'change of face' may be helpful: staff intervene to support if the adult dealing with a situation indicates that this may be necessary.

If a child is unable to uphold the golden rules in class, around the school or in the playground, golden points will be lost (See appendix 1 for behaviour management procedures). Staff endeavour to help children develop an understanding of better choices. Our approach is non-confrontational and we are mindful not to name and shame children when having to apply consequences. These are appropriate to a child's development; this is taken into consideration when supporting a child with their behaviour.

The procedure is as follows:

- A discrete warning is given about the unacceptable behaviour demonstrated and a reminder about the expected behaviour.
- If the unacceptable behaviour continues, the child will be quietly redirected to have time to reflect within the classroom, for a few minutes to reduce the amount of learning opportunities that are missed. Additionally, one golden point will be lost. Children are expected to take this time to quietly reflect and refocus. After this time to the child will be given a fresh start and be invited to re-join the lesson. Lost learning time may be made up during playtimes.
- For some children – depending on their needs – a movement break or a short sensory circuit might be a more effective way of regulating them than a quiet period of reflection. Staff use their knowledge of children and professional judgement to decide what is needed.
- For challenging or continuously disruptive behaviour where periods of reflection and regulation have been tried but are not having any impact, the child may spend time working away from their class under the supervision of a member of the Leadership Team or the pastoral team and 3 points will be lost. Time will be given to discuss the incident and how to avoid it happening again. When settled, the child will return to class and, if appropriate, apologise to those involved. It is important that the child is given a fresh start. The incident is recorded on CPOMS.
- If the child displays physical aggression or dangerous behaviour, time away from their class will continue and other consequences applied.

Challenging behaviour can take the form of verbal abuse, physical abuse, assault, defiant refusal, and absconding. On extremely rare occasions a child may need to be removed from an area or situation because they are posing a health and safety risk to themselves or to others. Other children will always be moved away from such a situation. Physical restraint is only used as a last resort and the child is taken to a safe place. Restraint incidents are logged on CPOMS and the parent/ carer informed by a member of the leadership team.

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 included in an incident report on CPOMS and parents informed of the incident

Recording incidents

Significant incidents are recorded on CPOMS, the school's monitoring software. Relevant staff are alerted on a need to know basis (see appendix 2 CPOMS guidance). Whoever deals with the incident first starts recording what happened and their actions; any further actions are added by whoever follows the incident up.

Playground behaviour

Staff on duty and midday supervisors (MDS) have the same expectations for behaviour and use the same golden points system to reward positive behaviour. In order to role model positive interactions that promote good behaviour a member of the pastoral team is available to support on the playground if required.

- A reminder is given about the expected behaviour
- MDS recommend Golden points to be added or deducted accordingly
- A timeout is given for up to 5 minutes in a suitable quiet place to allow a child to reflect on their behaviour and have a fresh start
- If the behaviour is repeated, continues or is of a serious nature a member of the leadership or the pastoral team may support. If the child is particularly distressed or angry and is refusing to leave the playground, a message may be sent to the office and a member of staff will come to support. The child may have time away from other children with a member of leadership or the pastoral team who will decide when/if it is safe/appropriate for the child to go back out to play/return to class.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, humiliating or deliberately isolating someone
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence or any use or threat of physical violence
Racial	Bullying based on race, ethnicity, nationality, culture, language, or religion, including racial taunts, graffiti, gestures or discriminatory comments
Homophobic	Calling someone names, teasing or humiliating them using homophobic language
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, insults, sarcasm, spreading rumours, teasing, intimidation or deliberately causing embarrassment
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites or sharing images or information intended to hurt, embarrass, or intimidate
Prejudice based	Motivated by prejudice or discrimination towards a protected characteristics or perceived differences, including disability, race, religion or belief, sex, sexual orientation, gender reassignment or other aspects of identity
Discriminatory	Bullying or harassment that treats someone unfairly because of a protected characteristic, resulting in exclusion, humiliation, intimidation, or unequal treatment
Sexism and Misogyny and Violence Against Women and Girls (VAWG)	Sexism, misogyny, harassment, discrimination and other behaviours that contribute to inequality or negatively affect the safety or wellbeing of women and girls.

Burnt Ash School operates a zero tolerance to bullying position and we deal quickly with incidents when they occur. Incidents are fully investigated, appropriate measures are taken, and the golden points system applied. This will be recorded on CPOMS. Parents are kept informed of any incidents of bullying in relation to the victim and/or the perpetrator. Children are given opportunities to talk about any concerns with the Pastoral team through the 'listening ear' as well as with teachers through the 'things I want my teacher to know' boxes in classrooms. They are offered ongoing support and are helped to develop strategies to deal with such issues.

We recognise that the use of technology and mobile devices can create situations in which children may use language online or in text messages, which they would not use in a face-to-face interaction (this could include abusive or inappropriate language). We routinely teach children about being safe online (see online safety policy) and an important part of this is to teach them that there are important differences in the way we communicate face to face compared to online. We also teach them what to do in situations where they are met with unkind language or bullying and who they need to report it to. When dealing with situations regarding online/cyber bullying, the school follows the same zero tolerance approach and deal with it in the same manner as other types of bullying. We encourage all children to be upstanders -those who speak up or seek help when they see someone being hurt or left out - rather than bystanders who do nothing.

Racist & Homophobic Incidents

Burnt Ash recognises that some children may use language or express views that are not consistent with the school's values, ethos, or commitment to equality, diversity and inclusion. This may include racist, homophobic, sexist, discriminatory or other prejudicial language and behaviour. We recognise

that children may not always fully understand the impact of their words or actions. Incidents are investigated sensitively, taking into account the age, understanding and individual circumstances of those involved. However, discriminatory language, attitudes and behaviour will always be challenged and addressed.

Through discussion, assemblies, workshops, PSHE and wider curriculum opportunities, children are supported to develop respect, empathy and understanding for others and to make positive choices. Appropriate consequences will be applied in line with this policy, alongside educational opportunities to support learning and behaviour change. We discuss openly and directly with children the difference between intent and impact, helping them to understand how words and actions can affect others. The experiences and feelings of those who have been harmed are taken seriously and appropriate support will be provided.

Discriminatory views and behaviours will be challenged and work will be undertaken to educate and support the child responsible so that they can reflect, learn and make positive changes. Where appropriate, restorative conversations may take place and will be facilitated by a Senior Leader or the pastoral team. Restorative approaches will be used where they are considered beneficial and when the child affected feels comfortable and is ready to participate. In some cases, a restorative conversation may not be appropriate. The wishes, wellbeing and psychological safety of the child affected will be carefully considered throughout the process.

All incidents of discriminatory behaviour, including racist incidents, will be recorded on CPOMS, tagged under the racism category and monitored by school leaders to identify patterns, ensure appropriate follow-up actions.

We carefully consider the experience of those affected and ensure that appropriate support is in place. The school will take reasonable steps to ensure children feel safe and able to continue their learning, which may include the child responsible working under supervision away from their usual class environment while incidents are investigated and addressed. If an incident occurs during a school trip, equivalent measures will be taken. Upon their return to class, this may also involve changes to seating arrangements or groupings.

Views and behaviours will be challenged and work will take place to further educate the child responsible.

Mobile Phones

Children who travel to and from school independently may bring a mobile phone to school with the permission of their parent or carer. On arrival at school, all mobile phones must be switched off and handed directly to the school office. Parents/carers must complete the school's mobile phone consent form on Arbor before a device is brought to school. The school office will provide a named storage wallet in which the device will be stored throughout the school day.

If a device is brought to school without a completed consent form, the school office will contact the parent/carers before the device is accepted for storage.

Mobile phones and other internet-enabled devices must not be taken into classrooms or kept in bags and coats during the school day. Devices are collected from the school office at the end of the school day after pupils have been dismissed. They must not return to classrooms, enter school toilets or make their way to other areas of the school when they are in possession of their device.

Any device brought onto the school site and not handed in to the school office will be confiscated and retained securely until collected by a parent or carer.

Where a pupil brings a mobile phone or other internet-enabled device to school without parental permission, fails to hand it in, or uses it during the school day, the school may withdraw permission for that pupil to bring a device onto the school site.

The school follows the Department for Education's guidance on *Mobile Phones in Schools* (2026) and expects all mobile phones and internet-enabled devices to be switched off and inaccessible to pupils throughout the school day.

Suspensions and Permanent Exclusions

Burnt Ash treats all suspensions very seriously: they are only given after careful consideration. They are kept to the shortest possible time and to allow the school to put appropriate measures in place to best support the child moving forward.

Internal suspensions are used to break a pattern of negative behaviour and insert a pause for the child. The aim is to prevent an external exclusion, make sure that learning opportunities are not missed, to provide pastoral input and to create an opportunity to re-join the class if the child is working well. They may be applied if a child continues to behave in an unacceptable or completely inappropriate manner. The parent/carer will be informed in person or by telephone and in writing. The child is dropped off at the school office and will spend the internal suspension overseen by a member of the pastoral team in a quiet space, with work to complete. They will have separate break times to their peers. A handover takes place at the end of the day to feedback to parents. If the child is absent on the day of the internal exclusion, it will be carried over to the next day. Furthermore, the child will also miss Golden Time that week. The child's behaviour during the suspension should be in line with school expectations.

Fixed term external exclusions may be given for a serious breach of the school's behaviour policy and behaviour which puts at risk the health, safety and welfare of the individual or others. Parents are informed in person or by telephone in the first instance and receive confirmation in writing. A child who is excluded from school is not permitted to be present in a public place during school hours, without justifiable cause. They are given work to complete at home. The relevant Local Authority body are also informed. A reintegration meeting takes place with a member of the leadership team on the first day back to discuss how to improve the child's behaviour and prevent further exclusions.

Permanent exclusions will only be given in exceptional circumstances and all measures have been taken to prevent this happening. The Head teacher will make the final decision about whether to permanently exclude a child. A 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 a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The school follows the Department for Education's guidance, including *Behaviour in Schools: Advice for Headteachers and School Staff* (February 2024), *Preventing and Tackling Bullying* and *Keeping Children Safe in Education*, alongside its duties under the Equality Act 2010. The school's approach to suspension and permanent exclusion is informed by the Department for Education's *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement* guidance and the 'Timpson Review of school exclusion' (May 2019) see appendix 3.

Parents have the right to make representations to the governing board regarding decisions to suspend or permanently exclude their child and will be informed of the relevant review and appeal processes in accordance with statutory guidance.

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on transport on the way to or from school or in regards to online safety issues

which take place outside of school time. Sanctions may also be appropriate if the incident/behaviour is impacting on school life.

The Education and Inspections Act 2006 empowers Headteachers to such extent as is reasonable, to regulate the behaviour of students when they are off the school premises and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyber-bullying, or other online safety incidents covered by this policy, which may take place outside of the school, but is linked to membership of the school.

Malicious allegations

Please refer to our Child Protection policy for dealing with allegations of abuse against staff for more information.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. The school follows the Department for Education guidance, Searching, Screening and Confiscation in Schools (updated July 2023), together with Behaviour in Schools: Advice for Headteachers and School Staff (February 2024) and Keeping Children Safe in Education.

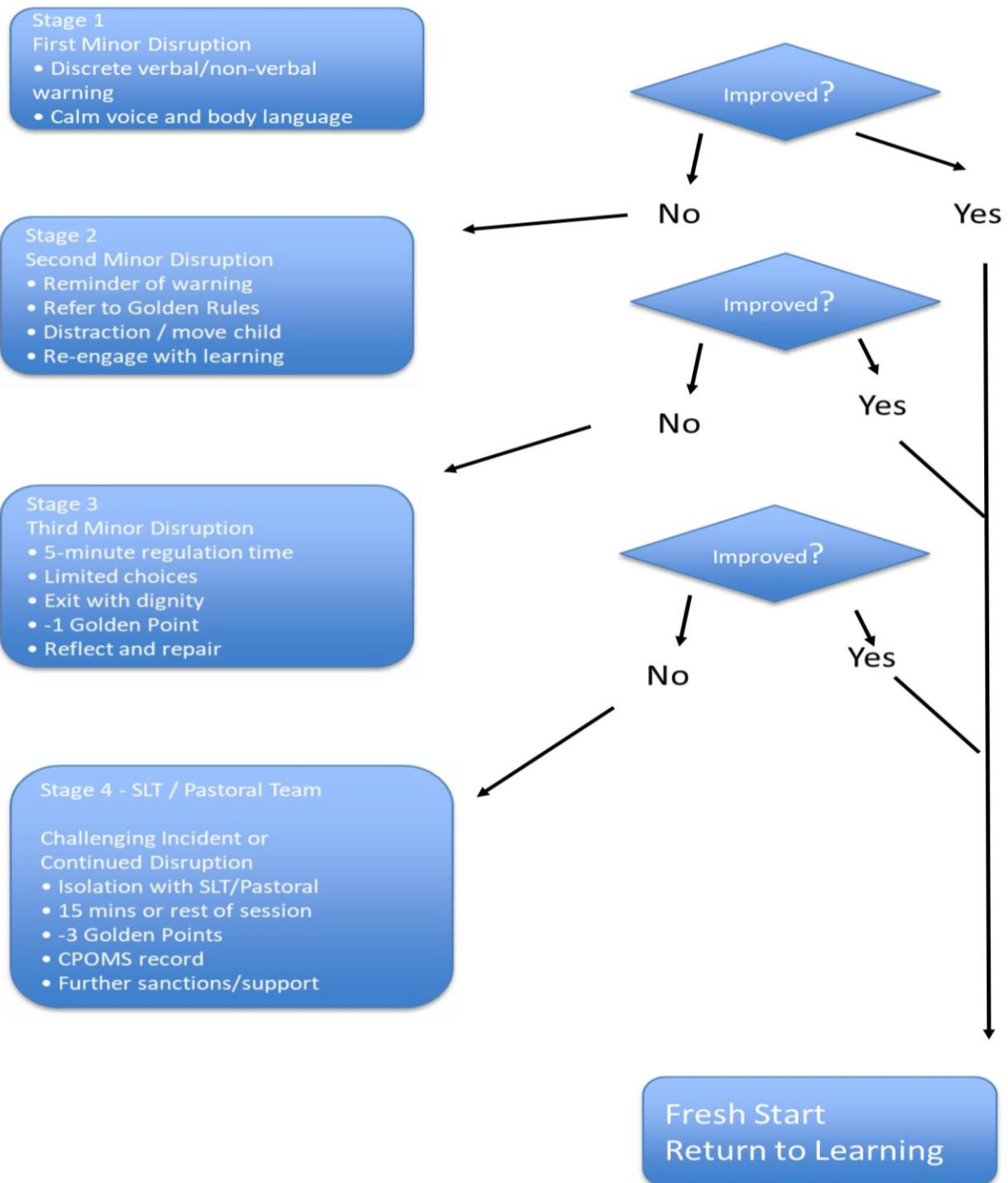
Monitoring arrangements

This behaviour policy will be reviewed and approved by the headteacher and trustees every two years.

Appendices:

- Behaviour Management Guideline
- CPOMS
- DFE Guidance

Appendix 1: Behaviour Management Guidelines



Appendix 2

How to use CPOMS

CPOMS will help us maintain the highest standards of safeguarding practice. It is our new electronic system for recording any incidents or concerns.

Add an Incident

After logging on using your school email address, click on **ADD INCIDENT**, which is in the top left corner of the screen (if on phone app – use menu button [3 lines] and select ‘add incident’)

In the bar next to **Student** start typing the child’s name and a drop down list of possible name will show. Every child and their class group is listed so make sure you select the correct child.



- What needs to be written when recording an incident
- Use the correct names of all involved (this is really important for the system to recognise the names so we can run reports and redact for sharing). Refer to adults by their professional names eg. Mrs Blain not Faye
- Record where the incident took place
- The date and time of the incident
- What action you have taken and the outcome of that action
- Please record only the facts of exactly what has happened, not any of your own judgments and opinions, and make sure all the information is accurate. Make sure you record the language used, do not try to censor anything if it seems inappropriate to you; use the actual words said.
- Answer all of the other sections on the screen. If another student was involved in the incident start typing their name in the Linked student(s) area and again a drop down list of possible names will appear.

Example:

19.01.20 At 8:40 am, in the corridor near the Year 6 toilets, Mrs Brown and I heard shouting coming from the cloakroom. I saw Joe fighting with John. Joe was red faced and angry and John was crying. Mrs Brown and I broke the fight up. John had a small scratch on his left hand - administered first aid.

Action taken and outcome: Investigated incident, both boys -3.

7/01/20 at 12.15pm in X class. xxxx was asked to make up 15 minutes of missed learning time. He was not happy and cried but made up the learning. On his way out to lunch, he kicked the door and slammed it. I asked him to return to the classroom to calm down. He then got very upset and refused to leave. At 12.50 Mrs xxxx from pastoral was alerted and spoke to him and it was decided he should eat his lunch in the Rainbow Room. xxxx received -2 for slamming the door.

Which Category?

To help us monitor and track incidents you must select at least one category for every incident.

To help us monitor and track incidents you must select the correct categories for each log.

Select from the following options:

Attendance—To record any attendance related incidences. E.g. N codes, EWO logs

Behaviour incident - When there has been a significant incident that needs recording. E.g. Fight between two pupils on the playground.

Behaviour log - To record additional behaviour data like internal exclusion, external exclusion, star of the week and lost golden time.

Bullying - When a behaviour is intentional, persistent and targeted e.g. Making repeated unkind comments.

Cause for concern— when something is worrying you about a child's wellbeing e.g. Dirty clothes, change in mood or attitude.

Child protection — For DSL use.

Handover—To record handover and transition information.

Headship team—For admin purposes only.

Medical—To record medical needs, first aid box information and health care plans.

Online safety—To record any online safety concerns.

Parent log —When you judge that a conversation with a parent needs to be documented. E.g. a parent being intimidating. Or a dispute between parents.

Safeguarding—Where a child is at possible risk of harm e.g. Disclosure about being hit or inappropriate sexual behaviour. Refer to keeping children safe in education booklet for guidance.

SEND—To record information that is specific to a child's SEND.

Wellbeing and Mental Health— To record emotional and mental health support in school and external. Also, to record friendship related issues.

Example:

☐ Attendance
 ☐ Behaviour Incident
 ☐ Behaviour Log
 ☐ Bullying
 ☐ Cause for Concern
 ☐ Child Protection
 ☐ Headship Team
 ☐ Medical
 ☐ Online safety
 ☐ Parent Log

☒ Safeguarding
 ☐ SEND
 ☐ Wellbeing and Mental health

Safeguarding Subcategories

☐ BCP
 ☐ CAF
 ☐ Child In Need
 ☐ COVID
 ☐ CSE
 ☐ Early Help
 ☐ FGM
 ☐ Grooming
 ☐ Home visit
 ☐ LAC

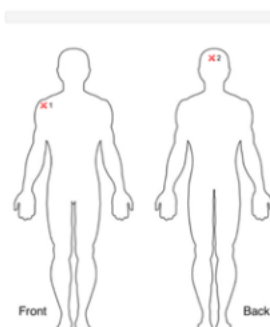
For each category there are sub-categories, please select the sub-category that best reflects the incident.

Example:

INJURY

If there is an **injury/** bruising etc. highlight it on the **Body map** by clicking on the mark is on the front or back click again.

Body map



bruising etc. highlight it on the **Body map** area and clicking where back of the body. To remove the red

TIME / DATE

Please do not edit the time and date. If you are recording the incident after the event please include this information within the main incident

STATUS—Please do not edit this

ASSIGN —Please do not assign incidents, this is for the DSL teams use only

FILES

Occasionally it may be necessary to attach a file to an incident, please click the 'Click to browse or drag a file to upload' button. Ensure that the reason for the attached file is include in the main incident text.

WHO TO ALERT

Safeguarding / Child protection concerns - click the DSL button

Cause for Concern - click Pastoral button.

Behaviour incident - click Pastoral button

Golden time / Star of the week - Click golden time alerts

Class teachers will automatically be tagged in incidences that involve any child from their class. If you need to alert any additional adults please begin typing in the 'Alert staff members' box and choose the correct adults.

Alert Staff Members

Begin typing a staff member's name

Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

Once completed click '**Add incident**' at the bottom of the page.

ADDING AN ACTION

Some incidences will require an action, under the incident click on the 'Add action' button.

It is important to detail the steps that have been taken, consequences for any incidences and anything that needs to be followed up.

Action Taken	
Add Categories	
Add to planner	☐
Add action to linked students	☐

When adding an action that involves multiple children please ensure the 'Add action to linked students' is clicked to ensure that the action can be viewed from each child's records.

You may need to alert additional adults when adding an action, the steps are the same as above.

Once completed click **'Add Action'** at the bottom of the page

Appendix 3

Related Guidance and Legislation

- Behaviour in Schools (2024)

- Suspension and Permanent Exclusion
- Preventing and Tackling Bullying
- Keeping Children Safe in Education
- Searching, Screening and Confiscation in Schools
- Mobile Phones in Schools
- Equality Act 2010

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