Sherdley Primary School

Positive Behaviour Policy

September 2026

Date Agreed by Governors:	**September 2026**
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Review Date:	**Autumn 2027**

‘Growing Together, Respecting Each Other’

Vision: '***Growing together, respecting each other***.'

Our Sherdley Values:

- Aspiration
- Potential
- Challenge
- Resilience
- Family

Mission Statement: To inspire children to achieve their true potential in a happy and safe environment.

At Sherdley Primary School, all children have the right to learn and teachers have the right to teach. Good behaviour is an essential condition for effective teaching and learning to take place. This must be carefully developed and supported through building positive relationships, raising of self- esteem and reducing anxiety. We believe that the best approach in bringing about good behaviour is to praise and reward effort and achievement rather than focussing on failure.

At Sherdley we listen to the child as well as being flexible in our understanding of a child's presentation / behaviour. We know that behaviour is a form of communication. When children are emotionally secure and able to self-regulate, good behaviour will be observed. When the balance of emotions, regulation and experience is altered, children use behaviour to express themselves and communicate this to trusted adults. Research suggests that negative behaviour is directly impacted by anxiety. It is the responsibility of all adults working in our school to model desired behaviour and recognise pupils' successes. We work in partnership with our parents in helping their children to behave well. We know that our children our individuals with unique experiences and lives which vary from day to day. We understand how these positive and negative experiences may present themselves through behaviour. This policy aims to outline the behaviour toolkit we as educators need to reinstate predictability and routine into our children's lives.

Our aims:

- To model consistent, fair and sensitive approaches to all behaviour
- To help our children grow into young people who empathise with and respect the feelings of others inside and outside school
- To raise the self- esteem of all children
- To encourage cooperation between all members of our school community inside and out of school
- To create a stimulating learning environment
- To actively work alongside parents in order to prepare children for their role in society
- To help to reduce anxiety experienced by some children
- To promote inclusion and to value difference

We promote positive behaviour through:

- A consistent approach across the school which is sensitive to the needs of all pupils
- Teaching behaviour strategies through our Sherdley values and our Sherdley expectations (ABCDEs)
- Encouraging everyone to be respectful to others and their belongings
- Ensuring that there are clear routines and expectations in the classroom, which are consistently applied across school
- Providing stimulating learning experiences for all which are well planned, organised and differentiated to meet the needs of all learners
- Ensuring that agreed procedures for reward and consequence are adhered to

Our Sherdley expectations are as easy as A, B, C, D, E.

- Always follow instructions
- Be resilient
- Caring, sharing and kind
- Demonstrating respect – for each other, our school and community
- Expect the best of ourselves

Children should also meet the Sherdley Expectations on the playground before and after school time. Parents will support us by having the same expectations. Parents are responsible for the behaviour of their children before 8:40 and after 3:10 (EYFS/KS1) and before 8:45am and before 3:15pm (KS2)

To support children in understanding expectations and promoting positive behaviour, we have developed a structured system of rewards and reflection. This includes a range of reward certificates alongside a clear reflection process.

These approaches are supported by the **Trackit Lights** system, which is displayed electronically on interactive whiteboards in classrooms (Appendix 1). The system was introduced in September 2021 alongside the house and house point system, both of which were developed in collaboration with the children to encourage engagement, responsibility and a positive school culture.

In 2026, we consulted with a wide range of stakeholders, including staff, children and parents, to gather views on the effectiveness of the Trackit Lights system. Feedback indicated that the overwhelming majority felt the system was effective and beneficial for most children. As a result of this consultation, some minor adjustments have been made to reflect stakeholder feedback; however, there remains strong support for the continued use of the system across the school community.

We are committed to regularly reviewing our behaviour policy and will continue to consult with stakeholders to ensure our approaches remain effective, inclusive and responsive to the needs of our children.

Behaviour and Safeguarding:

Persistent, sudden or significant changes in behaviour may be an indicator that a child is experiencing harm, abuse, neglect, exploitation, mental health difficulties or other safeguarding concerns. Staff will consider whether behavioural incidents should be treated as a safeguarding concern and record and report concerns in line with the school's safeguarding procedures.

Child-on-Child Abuse, Bullying and Harmful Behaviour

Sherdley Primary School is committed to providing a safe, respectful and inclusive environment in which all children feel valued, protected and able to learn. We recognise that children can abuse other children and that such behaviours may occur both inside and outside of school, including online. All concerns will be taken seriously, recorded appropriately and responded to in line with the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education (KCSIE) guidance.

Child-on-child abuse will never be dismissed as "banter", "part of growing up", "having a laugh" or "children being children". Behaviour that causes harm to another child is unacceptable and will be addressed promptly, fairly and proportionately.

The school recognises that child-on-child abuse can take many forms, including:

- Bullying, including repeated behaviours intended to cause physical or emotional harm.
- Prejudice-based behaviour, including incidents motivated by race, religion, disability, sex, gender identity, sexual orientation or any other protected characteristic.

- Discriminatory language, including racist, sexist, homophobic, biphobic, transphobic, disablist or otherwise derogatory comments.
- Sexual harassment, including unwanted sexual comments, remarks, gestures, jokes or behaviours.
- Sexual violence, including any behaviour that falls within the definition of a sexual offence.
- Harmful sexual behaviour, including developmentally inappropriate sexualised behaviours displayed towards others.
- Online abuse, including cyberbullying, threatening messages, intimidation, harassment or exploitation through digital platforms.
- Sharing, requesting, possessing or distributing inappropriate images or videos of children.
- Coercive, controlling or manipulative behaviour designed to intimidate, threaten or exert power over another child.
- Abuse that occurs through social media, online gaming platforms, messaging services or emerging technologies.

The school recognises that incidents involving online behaviour can have a significant impact on pupils' safety, wellbeing and educational experience. Behaviour expectations apply both within and beyond the school environment where actions may affect the welfare of pupils, the reputation of the school or the orderly running of the school community.

Any allegations or concerns involving sexual harassment, sexual violence, harmful sexual behaviour, image sharing or other safeguarding concerns will be managed in accordance with statutory safeguarding procedures. Staff will work closely with the Designated Safeguarding Lead (DSL) and, where necessary, external agencies to ensure that appropriate support and protection are provided for all children involved.

The school adopts both a preventative and educational approach. Through the curriculum, assemblies, PSHE, Relationships Education, online safety education and daily interactions, pupils will be taught how to:

- Build healthy, respectful relationships.
- Recognise inappropriate, abusive or unsafe behaviour.
- Respect personal boundaries and consent.
- Report concerns confidently and safely.
- Use technology responsibly and safely.
- Celebrate diversity and challenge discrimination.

Where incidents occur, the school will consider the needs of all children involved, including those who have experienced harm and those whose behaviour has caused concern. Appropriate consequences, safeguarding measures, restorative approaches and support strategies will be implemented to prevent recurrence and promote positive future behaviour.

Sherdley Primary School maintains a zero-tolerance approach to bullying, discrimination, harassment, sexual violence and any form of child-on-child abuse. All members of our school community share a responsibility for creating a culture where children feel safe, respected and empowered to speak up if something is wrong. Bullying, including prejudice-based bullying, cyberbullying and discriminatory behaviour, will not be tolerated and will be addressed in accordance with the school's Anti-Bullying Policy.

The school will not tolerate discrimination, harassment or victimisation related to the protected characteristics identified within the Equality Act 2010.
Including:

- race
- religion
- disability
- sex
- sexual orientation
- gender reassignment

Mental Health and Wellbeing

At Sherdley Primary School, we aim to create a positive and caring ethos in which good relationships can flourish, high standards are achieved, and all children are encouraged to reach their potential. We actively encourage children to show mutual respect for themselves and those around them. We recognise that children may experience a range of adverse childhood experiences, trauma, loss, bereavement, family difficulties, neurodiversity and mental health needs which may affect behaviour and emotional regulation.

As a school we recognise that patience, predictability and consistency is what our children need on their journey to overcome the adversity they have faced. Our positive behaviour policy outlines how we will achieve this.

We recognise that behaviour is a form of communication and is often an indicator of a child's emotional wellbeing, experiences and needs. Whilst we maintain high expectations of behaviour for all pupils, we understand that behaviour is not always a deliberate choice and that some children may require additional support to successfully meet behavioural expectations.

We acknowledge that children may experience difficulties which impact upon their ability to regulate emotions and behaviours. These may include, but are not limited to:

- Anxiety and emotional distress
- Bereavement and loss
- Trauma or adverse childhood experiences
- Special Educational Needs and Disabilities (SEND)
- Neurodiversity, including autism and ADHD
- Mental health difficulties
- Family circumstances, including separation, domestic abuse, housing difficulties or other significant life events
- Attendance concerns or prolonged absence from education

We recognise that changes in behaviour, presentation or emotional regulation may indicate an unmet need rather than wilful non-compliance. Staff will seek to understand the reasons behind a child's behaviour and will respond in a supportive, proportionate and professional manner.

Our approach is underpinned by trauma-informed principles. We aim to build positive relationships, provide predictable routines, establish psychological safety and support children to develop self-regulation skills. Whilst consequences remain an important part of maintaining high standards, consideration will always be given to the individual circumstances of the child and any support they may require to succeed.
Where appropriate, the school will consider and implement reasonable adjustments to support pupils in meeting behavioural expectations.

These may include:

- Adapted behaviour support plans
- Visual timetables and prompts
- Additional movement or sensory breaks
- Use of safe spaces or calm areas
- Regulation strategies and emotional check-ins
- Individual reward systems
- Adjustments to consequences where appropriate and proportionate
- Additional adult support during identified periods of difficulty

Children requiring additional support may be referred to the school's pastoral team for assessment and intervention. Support may include mentoring, nurture approaches, emotional literacy work, DETSY, therapeutic interventions, social skills support or targeted programmes designed to develop emotional regulation and resilience.

Where emerging needs are identified, the school may utilise the Early Help process to ensure children and families receive timely support. This may involve collaboration with parents and carers, health professionals, social care, educational psychologists, behaviour support services or other relevant agencies.

Sherdley Primary School is committed to working in partnership with families. We recognise that positive outcomes for children are most effectively achieved when home and school work together to understand needs, reduce barriers to learning and promote consistent expectations and support strategies.

The school also recognises the close links between behaviour, attendance, wellbeing and safeguarding. Concerns relating to behaviour may indicate wider vulnerabilities or safeguarding concerns. Where this is identified, staff will follow the school's Child Protection and Safeguarding Policy and work with appropriate professionals to ensure children receive the support and protection they require.

Behaviour Curriculum

At our school, positive behaviour is taught in the same way as any other area of the curriculum. We recognise that children need clear instruction, consistent guidance and regular opportunities to practise behaviours that help them to be successful learners and responsible members of the school community. Our Behaviour Curriculum is designed to ensure that all children understand what is expected of them and are supported to develop the self-regulation, respect and responsibility needed to thrive both in school and beyond.

Explicit Teaching of Behaviour
We believe that positive behaviour should never be assumed. Expected behaviours are taught explicitly through class discussions, assemblies, modelling, role play, visual reminders and daily interactions with staff. Children are supported to understand not only what behaviours are expected, but also why these behaviours are important.

Consistent Routines and Practice
Clear routines provide children with predictability, security and confidence. Key routines are taught, practised and revisited regularly throughout the school year, particularly at the start of new terms or when additional support is required. Staff provide consistent guidance to ensure that expectations are understood across all areas of school life.

Modelling High Expectations
All staff act as positive role models and demonstrate the behaviours, language and attitudes we expect from pupils. Through consistent modelling, children learn how to interact respectfully, solve problems, manage emotions and contribute positively to the school community.

Areas of Behaviour Instruction

Children receive direct teaching and guidance on:

Classroom Conduct
- Listening attentively and following instructions.
- Demonstrating readiness to learn.
- Participating positively in lessons.
- Showing respect for learning, resources and others.
- Working independently and collaboratively.

Movement Around School- Calm Corridors

- Walking calmly and safely around the building.
- Moving quietly through corridors and shared spaces.
- Respecting others' learning environments.

- Following routines for entering and leaving classrooms and assemblies.

Playground Behaviour
- Playing safely and inclusively.
- Sharing equipment and taking turns.
- Resolving minor disagreements appropriately.
- Seeking adult support when needed.
- Demonstrating respect and kindness towards others.

Online Conduct
- Using technology safely and responsibly.
- Communicating respectfully in digital environments.
- Understanding online safety and the importance of protecting personal information.
- Reporting concerns or inappropriate content to a trusted adult.

Respect and Inclusion
- Celebrating diversity and valuing differences.
- Treating everyone with dignity, kindness and respect.
- Challenging discriminatory language and behaviour.
- Showing empathy, understanding and consideration for others.

Managing Emotions and Conflict
- Recognising and understanding emotions.
- Developing strategies for self-regulation.
- Using calming techniques when feeling overwhelmed.
- Resolving conflict respectfully and constructively.
- Reflecting on behaviour and making positive choices.

Reviewing and Reinforcing Learning
The Behaviour Curriculum is regularly revisited through assemblies, classroom discussions, PSHE lessons, restorative conversations and daily interactions. Expectations are reinforced consistently by all staff to ensure that children develop the knowledge, skills and habits needed to contribute positively to our school community and wider society.

<u>Rewards and Consequences</u>

There are a number of strategies we use initially to encourage good behaviour, conduct and effort:

- Non-verbal signals (nods, thumbs up etc)
- Positive comments and praise
- House points
- House point certificates when certain threshold of points is reached (bronze, silver, gold, platinum & diamond)
- Positive written comments in books / green highlighting
- Sharing positive aspects with other children and staff
- 1 weekly hard worker certificate linked to academic achievement
- 1 weekly golden pupil certificate linked to Sherdley values/ABCDEs/non-academic achievement
- 1 weekly author of the week certificate
- Head teacher awards

A whole-school system of rewards for consistently good behaviour has been agreed (Appendix 2)
At lunchtime, Midday Supervisors can acknowledge good behaviour by rewarding house points. Midday supervisors have also been provided with a notepad and pen to record positive/challenging behaviour. This

is shared daily with class teachers after lunch to ensure all behaviour is logged consistently over the children's lunchtime.

Consequences

An escalating tariff of consequences is in place to enable school staff to respond appropriately to incidents of unacceptable behaviour (Appendix 4). It is important to note that this is intended as guide and will be implemented with regard to the context of any given situation.

It is important that all members of staff follow the procedures for consequences in the agreed order

- If a child becomes involved in unacceptable behaviour, they are first given to opportunity to correct their behaviour with a **non-verbal cue/warning**. This could be a shake of the head, redirecting gesture or look in their direction.

- If the behaviour continues, the member of staff will follow up with a **verbal warning**. Reminding the child that they have had a non-verbal cue/warning and now a clear verbal warning has been given.

- If the behaviour still continues, the member of staff will apply an **Orange behaviour** consequence to the child. This consequence does not result in a loss of any house points, it is employed as a final warning. When a child is given an orange behaviour consequence, their name will highlight orange on the classroom Trackit Lights display.

- If the behaviour is **repeated,** the member of staff will apply a **Yellow behaviour** consequence to the child. This consequence results in the loss of 1 house point and the child must spend an allocated amount of their lunchtime in 'reflection.' It is at the discretion of the member of staff applying the consequence whether the child attends reflection for 15 minutes (low-level behaviour) or 30 minutes (more challenging behaviour). When a child is given a yellow behaviour consequence, their name will highlight yellow on the classroom Trackit Lights display. The consistent language used around yellow behaviours is – **'repeated behaviours.'**

- If the behaviour **persists,** the member of staff will apply a Red behaviour consequence to the child. This consequence results in the loss of 2 house points and the child must spend their whole lunchtime in 'reflection.' Extreme red behaviours are linked with SIMs and CPOMS and are immediately flagged by the senior leadership team. When a child is given a red behaviour consequence, their name will highlight red on the classroom Trackit Lights display. The consistent language used around red behaviours is – **'persistent behaviours.'**

Withdrawal from Class or Social Times

Where a pupil's behaviour continues to be persistently unacceptable despite appropriate support and intervention, the Senior Leadership Team (SLT) may consider a temporary withdrawal from the classroom, playground or other school activities. This may be necessary to maintain the safety, wellbeing and learning of all pupils and staff, while providing additional support for the child concerned.

In such circumstances, a pupil may be supported for a fixed period of time by a member of the Middle Leadership Team (MLT) or Senior Leadership Team (SLT). The purpose of this intervention is not punitive, but to provide an opportunity for reflection, regulation and targeted support, enabling the pupil to successfully reintegrate into their usual learning environment.

Parents or carers will always be informed when this level of intervention is used. The school views this approach as an additional safeguarding measure, helping to reduce the likelihood of more formal sanctions, including suspension, particularly for vulnerable pupils.
All instances of withdrawal from class or social times will be recorded and monitored by SLT. This enables the school to identify patterns, evaluate the effectiveness of support strategies, ensure consistency of practice and determine whether further interventions or assessments may be required. Any use of

withdrawal will be proportionate, time-limited and matched to the individual needs of the pupil, with the aim of promoting positive behaviour and successful inclusion within school.

Suspension or Permanent Exclusion

In cases of serious or repeated breaches of the Behaviour Policy, a pupil may be subject to a suspension or, in exceptional circumstances, a permanent exclusion. All suspensions and permanent exclusions will be carried out in accordance with current legislation, Department for Education guidance and the school's exclusion procedures.

After Consequences - Reflections

Following any significant behavioural incident, staff will seek to repair, restore and rebuild relationships. Children will be supported to reflect on:

- What happened?
- Who has been affected?
- What were they feeling at the time?
- What could be done differently next time?
- What support may be needed?

Restorative conversations

These will frequently take place. Potentially,

- Pupil to staff
- Pupil to pupil with staff support
- Pupil to wider staff

These conversations will be scaffolded and supported by teachers and SLT.

Rewards and consequences are displayed in the school link corridor. There is an expectation for a verbal briefing (regarding rewards and consequences) to take place when supply teachers attend our school to cover classes.

Where it is recognised that this graduated response to behaviour is not working for specific pupils, (through monitoring by the phase leaders and SLT) there will follow a number of stages of support :

- Monitoring of Trackit Lights undertaken by the phase leads to flag up any recurring behaviours amongst our pupils
- Discussion between staff, Pastoral Team and Assistant Head Teachers/SENDCO
- Discussion between Assistant Head Teachers and class teacher/s and/or LSA, which should result in a short and specific plan of action (observations in the class, implementation of any recommendations from professionals, arrangement of further observations from professionals etc), possibly leading to an Individual Behaviour Plan.
- Where appropriate, Neurodivergent pupils may have a tailored classroom behaviour strategy suited to their needs put in place, which is designed to help them manage their behaviour more effectively. This could be puzzle pieces, accessing the haven for example. Having a recognised medical condition linked to behaviour, will not be considered a reason for unacceptable behaviour, however we follow the guidance and recommendations of the BIT (Behaviour Improvement Team) and aim to support all children to be able to achieve the same rewards as others without their medical condition being a barrier to this. All staff will use these charts as the primary daily reminder about behaviour expectations, although if pupils persist in inappropriate behaviours, then they may still move up the ‘Trackit Lights system’ and ultimately have whole school consequences applied to them. We will base the use of these charts on pupil need.

A ‘reflection’ system is in operation. Children who do not meet our behaviour expectations are given a non-verbal, verbal warning, orange behaviour consequence before time in reflection is allocated. Repeated or more serious behaviour will result in the child being asked to remove themselves to a quiet area for a short period of time and later. A senior member of staff is on duty each day and incidents are electronically recorded on a Trackit Lights.

We encourage parents to download the Trackit Light app to their mobile phone. This allows them to be notified with all behaviour notifications including reflection.

Midday supervisors understand that we have a house point system in place and are welcomed and encouraged to give out house points for positive behaviour. Likewise, they are also encouraged to apply whole school consequences should unacceptable behaviour occur.

Reasonable Adjustments and Individual Support

At Sherdley Primary School, we are committed to providing an inclusive environment in which all pupils are supported to achieve success. We recognise that some children may require reasonable adjustments to help them understand, manage and meet the school's behavioural expectations. In accordance with our duties under the Equality Act 2010 and our commitment to inclusive practice, reasonable adjustments may be considered for pupils with Special Educational Needs and Disabilities (SEND), neurodiverse pupils, children experiencing mental health difficulties, and those facing significant personal challenges.

Reasonable adjustments do not remove expectations for positive behaviour. Instead, they provide additional support to enable pupils to successfully access learning, regulate their emotions and demonstrate our Sherdley Values and ABCDE expectations.

Adjustments will be determined on an individual basis and may include:

- Planned movement breaks throughout the school day to support concentration, self-regulation and emotional wellbeing.
- Sensory regulation strategies, including access to sensory resources, sensory circuits, calm spaces or sensory breaks where appropriate.
- Visual timetables, schedules and prompts to increase predictability, reduce anxiety and support transitions between activities.
- Individual behaviour support plans which clearly identify strengths, triggers, strategies, reasonable adjustments and targeted outcomes.
- Check-in and check-out systems with a trusted adult to support emotional regulation and readiness for learning.
- Additional adult support during identified periods of challenge.
- Adapted classrooms or seating arrangements to reduce distractions and support engagement.
- Social stories, now-and-next boards and other visual communication strategies.
- Access to pastoral support, nurture provision or therapeutic interventions where appropriate.

Where appropriate, consequences may also be adapted to reflect individual needs and circumstances. Staff will consider factors such as age, developmental stage, SEND, communication difficulties, known vulnerabilities and the context surrounding an incident before deciding upon the most suitable response. Any adapted consequence will remain fair, proportionate and focused on helping the child learn from their behaviour whilst maintaining the safety and wellbeing of others.

For pupils requiring ongoing support, individual plans may be developed in partnership with parents or carers, the SENDCo, pastoral team and, where appropriate, external professionals. These plans will be reviewed regularly to ensure that strategies remain effective and continue to meet the child's evolving needs.

The school recognises that behaviour support is most effective when adults understand the needs behind the behaviour. Through reasonable adjustments, positive relationships and consistent expectations, we aim

to remove barriers to success and enable every child to feel safe, valued, included and able to thrive within the Sherdley school community

Behaviour outside of school

Staff have the authority to discipline children for any misbehaviour when the child is:

- travelling to or from school
- wearing the school uniform
- taking part in any activity organised by or relating to the school
- in some way, identifiable as a pupil at the school or behave in an unacceptable manner at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

If children are involved in online; texting, WhatsApp or social media behaviour, which is deemed to be unacceptable, please see our 'Use of Social Media Code of Conduct Policy'. We at Sherdley will take on a greater role of monitoring, investigating and tackling challenging behaviour beyond our school gates.

Searching, Screening and Confiscation

Sherdley Primary School is committed to maintaining a safe, secure and orderly environment for all members of the school community. The school will follow the Department for Education's *Searching, Screening and Confiscation* guidance and all relevant statutory legislation when exercising powers to search, screen or confiscate items from pupils.

Staff Powers

Authorised members of staff have the legal power to search pupils or their possessions where there are reasonable grounds to suspect that a pupil may be carrying a prohibited item, an item which has been banned by the school rules, or an item which may pose a risk to the safety, wellbeing or orderly running of the school. Searches will be carried out respectfully, proportionately and in accordance with current guidance and safeguarding procedures.

The school reserves the right to screen or search pupils, their bags, lockers, desks and other possessions where appropriate and lawful to do so. Wherever possible, searches will be conducted by authorised staff and witnessed by another member of staff.

Prohibited Items

The following items are prohibited on the school site unless specifically authorised by the Headteacher:

- Knives, weapons or items that could be used as weapons.
- Alcohol.
- Illegal drugs or substances.
- Stolen items.
- Fireworks or explosives.
- Tobacco products, cigarettes, vapes and related paraphernalia.
- Any article that has been, or is likely to be, used to commit an offence, cause personal injury or damage property.
- Mobile phones brought onto site without prior permission.
- Smart watches with communication, internet access or recording capabilities.
- Meta Smart Glasses and similar wearable technologies capable of recording, photographing, streaming or transmitting information.
- Cameras, recording devices or any unauthorised electronic equipment.

The school may also prohibit any other item deemed inappropriate, unsafe or disruptive to the learning environment.

Where a prohibited item is suspected, staff may undertake screening, searching and confiscation in accordance with the DfE Searching, Screening and Confiscation Guidance. Parents will be informed where appropriate.

Mobile Phones, Smart Devices and Recording Equipment

Sherdley Primary School recognises the safeguarding, privacy and wellbeing risks associated with mobile phones and recording technologies. Pupils are not permitted to use mobile phones, smart watches, Meta Smart Glasses or similar recording devices during the school day unless authorised by a member of staff. Any device used inappropriately, used to record others without consent, used to access inappropriate content, or used in a way that breaches school rules may be confiscated. Parents or carers may be required to collect confiscated items from school.

Pupils are not permitted to bring or wear smart glasses, including Meta glasses or similar devices, capable of recording, photographing, transmitting or storing images, audio or digital information. Such items present safeguarding, privacy and data protection risks and may be confiscated.

Confiscation

Staff may confiscate items that:

- Breach school rules.
- Disrupt teaching and learning.
- Pose a safeguarding concern.
- Place pupils or staff at risk.
- Are prohibited under this policy.

Confiscated items will be stored securely and dealt with in accordance with school procedures and current DfE guidance. Where necessary, parents, carers, the police or other agencies may be informed.

Safeguarding Considerations

Where a search, confiscation or screening process identifies a potential safeguarding concern, staff will follow the school's Safeguarding and Child Protection Policy and immediately notify the Designated Safeguarding Lead (DSL). This may include concerns relating to child-on-child abuse, harmful online activity, inappropriate image sharing, exploitation, criminal behaviour or possession of prohibited material. The school's priority will always be the safety, dignity and wellbeing of all pupils while maintaining a calm, safe and purposeful learning environment.

Positive Behaviour Support and Physical Intervention (Team Teach)

The school is committed to creating a safe, supportive and inclusive environment in which positive behaviour is promoted and children are helped to regulate their emotions and make appropriate choices. Team Teach is an accredited approach that supports staff in preventing, de-escalating and responding to behaviours that may place a child or others at risk.

A number of staff members hold current Team Teach training, and details of trained staff are maintained by the school. The Team Teach approach is built upon core principles that promote dignity, respect and the best interests of the child, including:

- A culture of positive relationships, teamwork and support.
- Understanding the causes and functions of behaviour.
- The use of proactive strategies to prevent conflict and reduce risk.
- Effective de-escalation and communication techniques.
- Safe and appropriate responses to behaviours of concern.
- Recording, reporting, reviewing incidents and restoring relationships.

The school's primary focus is always on prevention and de-escalation. Staff use a range of strategies to support pupils before behaviour reaches crisis point, including positive relationships, clear routines, restorative approaches, emotional regulation support, reasonable adjustments and individual behaviour strategies where appropriate.
Physical intervention will only ever be used as a last resort and in accordance with relevant legislation and Department for Education guidance. It may be necessary where there is an immediate risk of harm to the pupil, other pupils, staff members or significant damage to property. Any physical intervention must be reasonable, proportionate and necessary in the circumstances, and used for the shortest time required to reduce the risk of harm.
Whilst Team Teach strategies are designed to minimise risk and maintain the safety and dignity of all involved, there may be rare occasions when accidental minor injuries such as scratches or bruising occur despite the use of appropriate techniques. Such outcomes will be taken seriously, recorded and reviewed.
Following any incident involving physical intervention, the school will:

- Record the incident in accordance with school procedures.
- Inform parents/carers as soon as reasonably practicable.
- Review the circumstances to identify any learning or preventative measures.
- Provide appropriate support to the pupil and staff involved.
- Seek to restore and rebuild relationships through reflective and restorative approaches.

The use of Team Teach and any physical intervention forms part of the school's wider commitment to safeguarding, inclusion and positive behaviour support.

Monitoring and Evaluation

The Head teacher, staff and governors will review this policy on an annual basis. Behaviour records are logged electronically and will be evaluated in order to judge its effectiveness.

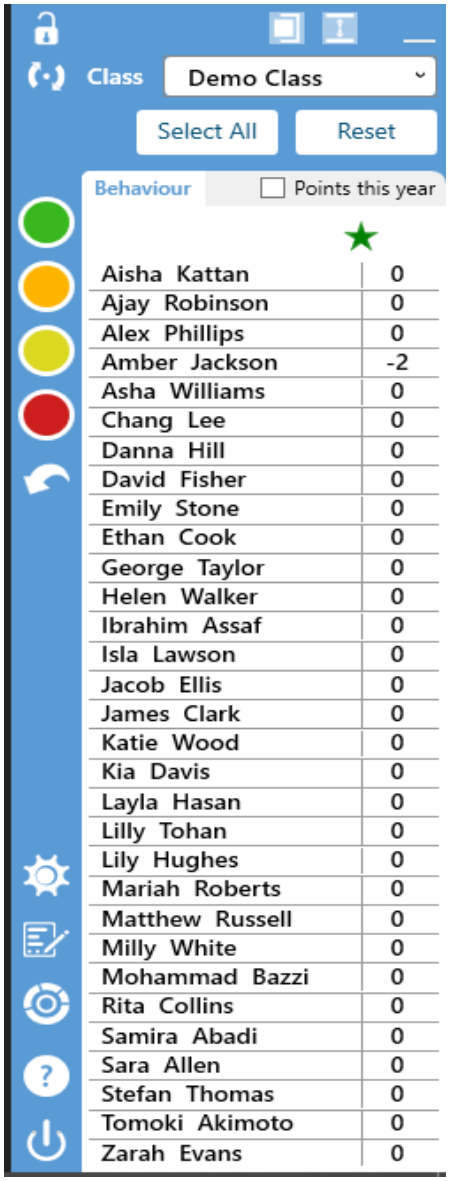
All members of school staff and supply staff will receive a copy of this policy. It is published on the school website and a summary contained within the school prospectus.

This policy is available in alternative formats upon request.

Related Policies

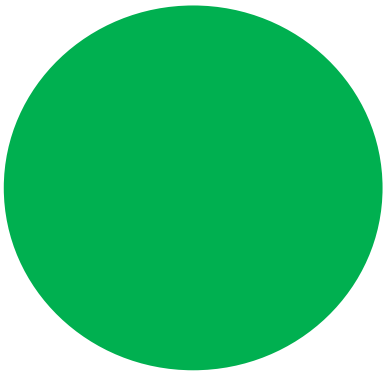
- Safeguarding and Child Protection
- Online Safety
- Attendance
- SEND
- Anti-Bullying
- Physical Intervention/Positive Handling
- Suspensions and Permanent Exclusions
- Staff Code of Conduct
- Social Media Policy

Appendix 1 – Trackit Lights System



TrackIt Lights presents all children (Demo class used here) in class on a single display. The children's house points for the day and for the whole year are shown alongside each other when needed. The display will stay on the board when class teachers are using programs, such as power point and YouTube. The green, orange, yellow and red circles represent behaviours agreed throughout school. See Appendix 4 for more information on orange, yellow and red behaviours.

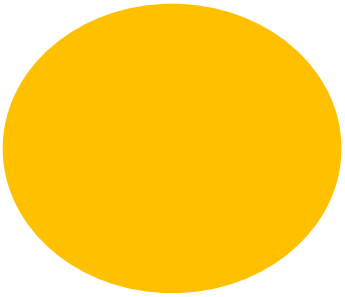
Green Behaviours





Green behaviours are positive behaviours. All green behaviours have been agreed on whole school level and link to our ABCDEs. All green behaviours shown are linked to the award of 1 house point. The awesome behaviour award is worth 2 house points and the super star award is worth 10 house points. The children can achieve certificates when they reach a threshold of house points (see Appendix 2 for more details). House points are also collected and displayed using rosettes in our weekly celebration assembly.

Orange Behaviours





Orange Behaviours

Yellow Behaviours – loss of 1 housepoint



Red Behaviours – loss of 2 housepoints



Appendix 2 - Rewards for consistently good behaviour

Children who are consistently awarded green behaviours, earn house points which are collected on TrackIt Lights. Once a child had reached a certain threshold, a certificate will automatically generate for them. The behaviour lead will award them their certificate in their classroom.

The behaviour lead and the office will keep a track of certificates.

The thresholds for house points and rewards are listed below:

Number of house points	Award	Certificate
50	Bronze	
200	Silver	
750	Gold	
1500	Platinum	
2000	Diamond	

Rewards determined annually

Appendix 3 – Graduated response

There will be occasions where a graduated response is needed to address behaviour concerns. This can be with children and in relation to parents. The graduated response is consistent across school and a copy of the graduated response will be shared with parents should they need to address a behaviour concern regarding their child.

The graduated response at Sherdley is listed below:

Graduated response stage	**Member of staff/role within school**
1	Class teacher
2	Phase Lead EYFS KS1 – LKS2 UKS2
4	Assistant Headteacher and SENDCO Assistant Headteacher
5	Deputy Headteacher Headteacher
6	Chair of governors

Appendix 4 – Tariff of consequences/Track it Light stages

Consequences are structured in a graduated approach in line with our new Trackit Lights system.

It is not possible to include every example of potential misbehaviour; the following Trackit Light stages are therefore intended as a guide to inform staff response.