

# Behaviour Policy

2025 2026

The governing body of Belvoirdale School adopted this policy on

Signed .....

Date.....

## Ethos and Values

*Children, staff and governors fully subscribe to the school ethos, which is built on the principles of:*

***Dream it Learn it Live it***

# **Belvoirdale Primary School Vision**

*At Belvoirdale Community Primary School, we all work together, to respectfully explore the world we see. We are confident, resilient and independent and strive to the best that we can be.*

## **Introduction**

Belvoirdale Primary school promotes and rewards good behaviour. We are a happy, vibrant and inclusive hub of learning and endeavour and everyone who attends Belvoirdale feels safe.

At Belvoirdale, we are all role models, who promote the values that make us all lifelong learners and responsible citizens who are proud to take their place in the world. We do this through positive reinforcement and through the Belvoirdale Characteristics that remind us of the skills, expectations and characteristics needed, to make us successful and happy. Every day at Belvoirdale is a NEW DAY.

Belvoirdale Primary expects all members of the school community to behave in a way consistent with the school's vision, ethos and values. We aim to promote these values by recognising children's good behaviour and through means of positive encouragement. Belvoirdale firmly believes in partnership with parents in promoting the ethos of the school and in resolving any difficulties should they arise.

## **Support for Behaviour and Creating a Happy Environment**

All children and families regardless of ability and social standing will be supported and encouraged to demonstrate good behaviour in the following ways:

- ✓ Showing that Kindness is never wasted
- ✓ Creating a supportive and friendly atmosphere and ethos in school
- ✓ Supporting families through excellent and clear communication, open door policy and working with community support and behaviour hubs and organisations
- ✓ Verbal praise
- ✓ Positive feedback
- ✓ Using VAK to communicate clearly to all abilities
- ✓ Designing bespoke support plans including social stories, behaviour plans, reduced timetables, counselling /ELSA services, alternative provision (AP), transition opportunities
- ✓ Positive behaviour will be rewarded with Certificates
- ✓ Texts or phone calls home to parents
- ✓ Special responsibilities/privileges

## **School adults will:**

- ✓ Create and maintain a stimulating environment that ensures children are engaged
- ✓ Ensure a positive motivational climate in the classroom where every child is valued and cared for
- ✓ Display the school rules and their own class rules
- ✓ Develop a positive relationship with children, 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
- ✓ Concluding the day positively and starting the next day afresh
- ✓ Use consistent language around children in line with Team Teach and positive behaviour management training.
- ✓

**The Headteacher will:**

- ✓ Implement the school behaviour policy consistently throughout the school and report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children and staff in the school.
- ✓ The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- ✓ The Headteacher keeps records of all reported serious incidents of misbehaviour, racism and bullying and uses safeguarding policy to ensure any concerns with extremism are challenged.
- ✓ The school will fulfill its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children.
- ✓ The school will keep abreast of current issues and initiatives with regard to Health and Safety at Work Act 1974 and related regulations.

**Parent/Carer will:**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Belvoirdale Primary School strives to create a climate where all staff work in partnership with parents. We try to achieve this by supporting and involving them wherever possible. This policy of shared partnership facilitates the best possible provision for each child. Concerns expressed by parents are valued, discussed and acted upon, with appropriate steps being taken to alleviate these concerns. Parents have an important role in encouraging their children to recognise good behaviour.

- ✓ Recognise that an effective school behaviour policy requires close partnership between school and home.
- ✓ Discussing the school and classroom expectations with their child, emphasising their support of them and assisting when possible with their enforcement;
- ✓ Attending Parents evenings, functions and developing informal contacts with school.
- ✓ Communicate with all staff in a respectful manner.
- ✓ Encourage their children to talk to adults in school in anything goes wrong.

**Aims**

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

**Legislation, statutory requirements and statutory guidance**

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

**In addition, this policy is based on:**

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

**Links to other Policies:**

- Exclusions policy
- Safeguarding policy
- Complaints procedure

**Definitions**

Misbehaviour is defined as:

- Disruption in lessons, between lessons (transition) and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude towards school, learning, peers and all adults
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying (see definition below)
- Any form of sexual misconduct including verbal and physical including intentional sexual touching without consent
- Any form of sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments, Sexual jokes or taunting, Physical behaviour such as interfering with clothes, Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking, Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are: Knives or weapons, Alcohol, Illegal drugs, Stolen items, Tobacco and cigarette papers E-cigarettes or vapes, Fireworks, Pornographic images, Any article a staff member reasonably suspects have 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)

**Bullying**

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial, Faith-based, Gendered (sexist), Homophobic/biphobic, Transphobic, Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

### **Cyber and online bullying**

Bullying that has occurred outside of school hours and involves bullying using threats, remarks and insults online, via social media platforms (including online gaming) will be regarded as equivalent to bullying in school hours and on school premises. The rationale behind this is because the on-going psychological effects of cyber bullying to the victim when in school.

Consequences will be equivalent and appropriate as listed below.

### **Prevention of Bullying**

Belvoirdale Primary expects all members of the school community to behave in a way consistent with the school's vision, ethos and values. We aim to promote these values by recognising children's good behaviour and through means of positive encouragement. Belvoirdale Primary school is a school of Kindness and Kindness ambassadors from each class promote acts of kindness throughout the school. The Belvoirdale Characteristics remind all stakeholders that everyone is a role model of good citizenship. This is reinforced throughout the curriculum as well as through assemblies and life skills learning which forms part of the PHSHE curriculum. All pupils are encouraged to reward each other through praise and through celebration certificates that are awarded in weekly assemblies. Pupils are encouraged to voice their concerns through the classroom worry monsters as well as having access to the school ELSA (Emotional Literacy Support Assistant) who is able to address concerns quickly. A consistent approach by all adults to a zero tolerance of bullying supports prevention.

### **Reporting alleged bullying**

Parents and carers should report all concerns regarding bullying as quickly as possible to the class teacher and/or directly to the headteacher or senior leadership team (SLT). This allows all incidents to be addressed immediately and prevent any further escalation or stress for all parties. Reporting can be done in several ways including verbally, via WEDUc, email and by visiting the school office and by asking to speak to a member of the SLT.

## **Investigating alleged bullying**

All allegations of bullying will be investigated immediately to ensure there is an understanding of the concerns and that appropriate measures are taken

## **Consequences and support**

Consequences for children found to have been involved in bullying are in line with the consequences outlined below and will be appropriate to the level of bullying. Appropriate reflection work will be completed and an opportunity provided for the child to apologise for their actions. Support will also be provided to the perpetrator to determine the reasons for their actions and ongoing support and guidance provided to ensure no further incidences occur.

## **Roles and responsibilities**

The governing board is responsible for:

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

## **The headteacher**

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

## **Staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently

- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly and or informing SLT of incidents of behaviour (CPOMS)
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **Parents and carers**

Parents and carers, where possible, should:

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

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

### **Pupils**

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's Golden Rules and routines/expectations
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

### **School behaviour curriculum**

At Belvoirdale, we are all role models, who promote the values that make us all lifelong learners and responsible citizens who are proud to take their place in the world. We do this through positive reinforcement and through the Belvoirdale Characteristics that remind us of the skills, expectations and characteristics needed, to make us successful and happy.

Pupils are expected to:

- Behave in an orderly and self-controlled way

- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

### **Golden Rules and Belvoirdale Characteristics (Appendix 2 )**

The Golden Rules and the Belvoirdale Characteristics underpin the behaviour system. These rules aim to teach the children the value of self-discipline and respect for the community and wider world that they are part of. The Golden rules along with the Belvoirdale Characteristics will provide the key skills and characteristics that will support children in becoming valued and helpful citizens in the community and world in which they live and work.

### **School Rules & Behaviour**

Belvoirdale uses a FOUR STAGE approach to behaviour. Every child enters school Ready to Learn. If a child is unable to follow instructions given to them by an adult, they are asked to **think about it** and reflect upon their actions. If they continue to make poor choices they are asked to **move away** within the classroom. If the child continues to be consistent with their poor behaviour choices, they are given **time out** and asked to work in another classroom for an appropriate amount of time. If poor behaviour continues and or they are violent and aggressive, the **headteacher** will be contacted.

Please refer to the warnings system below and see appendix.

### **Ready to learn Behaviour (Appendix 4)**

**Think about it:** Child warned about behaviour verbally.

**Move away:** Child moved within the classroom.

**Time out:** Child sent to buddy classroom for 'time out'.

**Headteacher:** Child sent to Deputy Head teacher or Head teacher. Parents are informed.

### **Recognition of positive choices**

Positive choices and good behaviour will be rewarded in the following ways:

### **Dojos**

Children are awarded class Dojos which are points. 1,2,3 points are awarded for smart choices, good behaviour and good work. They relate to the Belvoirdale characteristics. These Dojos are added to their avatar displayed on the class interactive screen. Individual and class Dojos are celebrated in class at the end of every week.



### **Good Work:**

Children should be sent the Head teacher and deputy head teacher to celebrate good work as often as possible.

### **Celebration Assembly**

Every week, the staff at Belvoirdale will nominate two children from their class to receive a 'Character Commendation' Award which recognises those children who have demonstrated one of Belvoirdale's positive character traits at school.

Parents are invited to our Celebration Assembly which takes place every Friday at 2.25pm for Key Stage 1 and Foundation Stage and at 2.50pm for Key Stage 2.

### **Lunchtime (Appendix 5)**

Lunchtime behaviour reflects the classroom behaviour system. The **Yellow and Red card** system encourages children to make smart choices and **think about** their actions. If they are unable to do this and repeat their poor choice they are given a **time out**. A school Senior Leader is always available to support behaviour at lunchtime.

### **Top table**

Every week the midday meal supervisors will choose two children from EYFS/KS1 and KS2 to sit at the top table on the Monday following *Celebration Assembly*. These children will be chosen for good manners and behaviour at lunch times.

### **Sanctions and Recording**

Incidents of poor behaviour are recorded by staff on the school CPOMs system, if the incident is deemed serious. By definition this will be when the behaviour is persistent and/or when the headteacher has become involved. Incidents of low-level behaviour will only be recorded after such a time that the staff member is concerned that intervention from the senior leadership team is required.

Behaviour records are monitored each term by the senior leadership team and reported to the governors by the headteacher in the headteacher report. patterns of behaviour are monitored as well as concerns regarding individuals or reoccurring times in which behaviour is poor. The results of these investigations are discussed and shared with staff, parents and school council to find ways of resolving and or preventing similar incidents.

### **Serious Incident/Unacceptable Behaviour**

Belvoirdale identifies the following behaviour as unacceptable:

**Verbal abuse** (to pupils or staff) e.g. including foul and abusive language, name-calling and insults based on child/staff members race or ethnic origin, gender, background and capability: threats, intimidation and insulting gestures.

**Physical assault** (to staff or pupils) e.g. punching, kicking, spitting etc.

**Refusal** to comply with staff requests and instructions, refusal to work and disruptive behaviour in class.

**Psychological abuse** including mimicking speech or accent, spoiling of a child's work or possessions, belongings or class equipment and scapegoating.

**Coercion:** this may include persuading others to act in any of the above ways but also implies elements of exclusion from their group.

**Racial/sexual harassment:** any of the above behaviour that is rooted in racial or sexual innuendo or similar and does not uphold Fundamental British values.

**Bullying:** physical, verbal or emotional: The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we take this seriously and act swiftly to stop any further occurrences of such behaviour. (Please see bullying policy and statement on school website)

### **Serious Incident/Unacceptable Behaviour**

In the event of serious incidents, a child will be sent to a Senior Leader. The Senior Leadership Team may contact the parents and consider the following sanctions:

1. Missing morning and or lunchtime play.
2. Internal school exclusion
3. Fixed term suspension
4. Permanent exclusion (using guidance from the DFE)

### **Off-site misbehaviour**

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

### **Off-site behaviour-Online/Social Media/Community**

Online bullying and abuse using social media will not be tolerated where it affects children in school. This may be a physical threat and/or a mental wellbeing threat. This includes threats made about actions to be taken in school or involving school times, property, friendships and procedures. Threats and actions that take place outside of school in the local community will not be tolerated where it effects the child in school, or involving school times, property, friendships and procedures.

### **Educational visits**

The school will adopt a similar approach to when a pupil is onsite. Serious misbehavior on a visit may result in the Headteacher or Senior Leadership Team to be contacted immediately. Contact will be made with parents and appropriate action taken, which may result in the pupil being returned to school or home at their own expense. Such incidences may affect whether a pupil is allowed to attend future off-site visits.

### **Malicious allegations**

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will use consequences in accordance with this policy. The headteacher will also consider the pastoral needs of staff accused of misconduct.

### **Recognising the impact of SEND on behaviour**

Belvoirdale recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, Belvoirdale will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, Belvoirdale will take its legal duties into account when making decisions about enforcing the behaviour policy.

### **The legal duties include:**

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)

- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, Belvoirdale will anticipate, as far as possible, all likely triggers of misbehaviour and put in place support to prevent these from occurring. These preventative measures may include:

- ✓ Social stories, timetable adjustments, calm spaces and removal from the situation, planned breaks, adjustment of seating plans, adjustment of uniform (sensory), food and sensory concerns (taste, sight, noise, touch, smell) as a preventative measure.

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, Belvoirdale will consider whether:

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

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs coordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, Belvoirdale will liaise with external agencies and plan support programs for the child. Belvoirdale will work with parents/carers to create the plan and review it on a regular basis.

### **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan. SENA: Leicestershire Education Authority

### **Use of force: Positive physical intervention:**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to **section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils**. Staff only intervene physically in order to restrain children or to prevent injury to a child, or if a child is in danger of hurting themselves. The actions that we take are in line with government guidelines on the restraint of children.

In extreme circumstances, physical restraint or physical intervention to move a child to another area might be necessary. Members of staff who have undergone Team Teach Training and positive handling training will only carry this out.

### **Fixed-term suspensions and permanent exclusions**

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, they will inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal. This is followed up in writing following all DFE guidance.

The Headteacher informs the Local authority and the governing body about any fixed term suspension and/or permanent exclusion, and about any fixed-term suspensions beyond five days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The governing body has a discipline committee, which is made up of at least three members. This committee considers any exclusion appeals on behalf of the governors. A managed move can also be considered before permanent exclusion. This is facilitated by Leicestershire Education Services. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded and consider any representation by parents and whether the pupil should be reinstated.

### **Supporting pupils following a sanction**

Following a sanction, Belvoirdale will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. This may include some of the following strategies:

- ✓ Reintegration meetings
- ✓ Reduced timetable
- ✓ Social Story
- ✓ Access to ELSA/trusted adult
- ✓ ABC and Behaviour plan
- ✓ Daily contact with trusted adult
- ✓ Communication home/school book

### **The role of governors**

The governing body has the responsibility of monitoring and reviewing the effectiveness of the behaviour policy. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy. The headteacher will report serious incidents of behaviour to the governing body in the headteacher governor report. The headteacher will inform the chair of governors of any exclusions immediately.

### **Searching Pupils and Confiscating Inappropriate Items**

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

### **Power to search pupils without consent**

The Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for prohibited items. The staff can also confiscate items, which are having a negative impact on behaviour. It is for the class teacher to decide when to return a confiscated item, which will normally be at the end of the school day. Contact might be made with parents to prevent future impact on behaviour.

### **Training**

As part of the Belvoirdale induction process, all staff are provided with regular training on managing behaviour, including training on Behaviour policy and procedures, legal requirements, proper use of restraint, the needs of the pupils and families at Belvoirdale, Team Teach trained individuals.

## **Monitoring**

Class teachers must alert Senior Leaders about any potential patterns in poor behaviour and monitor this themselves in the first instance. The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the governing body on the effectiveness of the policy and if necessary, makes recommendations for further improvements. The Headteacher also keeps a record of pupil behavior and any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the headteacher's records and challenge any patterns that don't appear to improve, the rate of suspensions and exclusions and to ensure that the school policy is administered fairly and consistently. The governing body reviews this policy annually. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

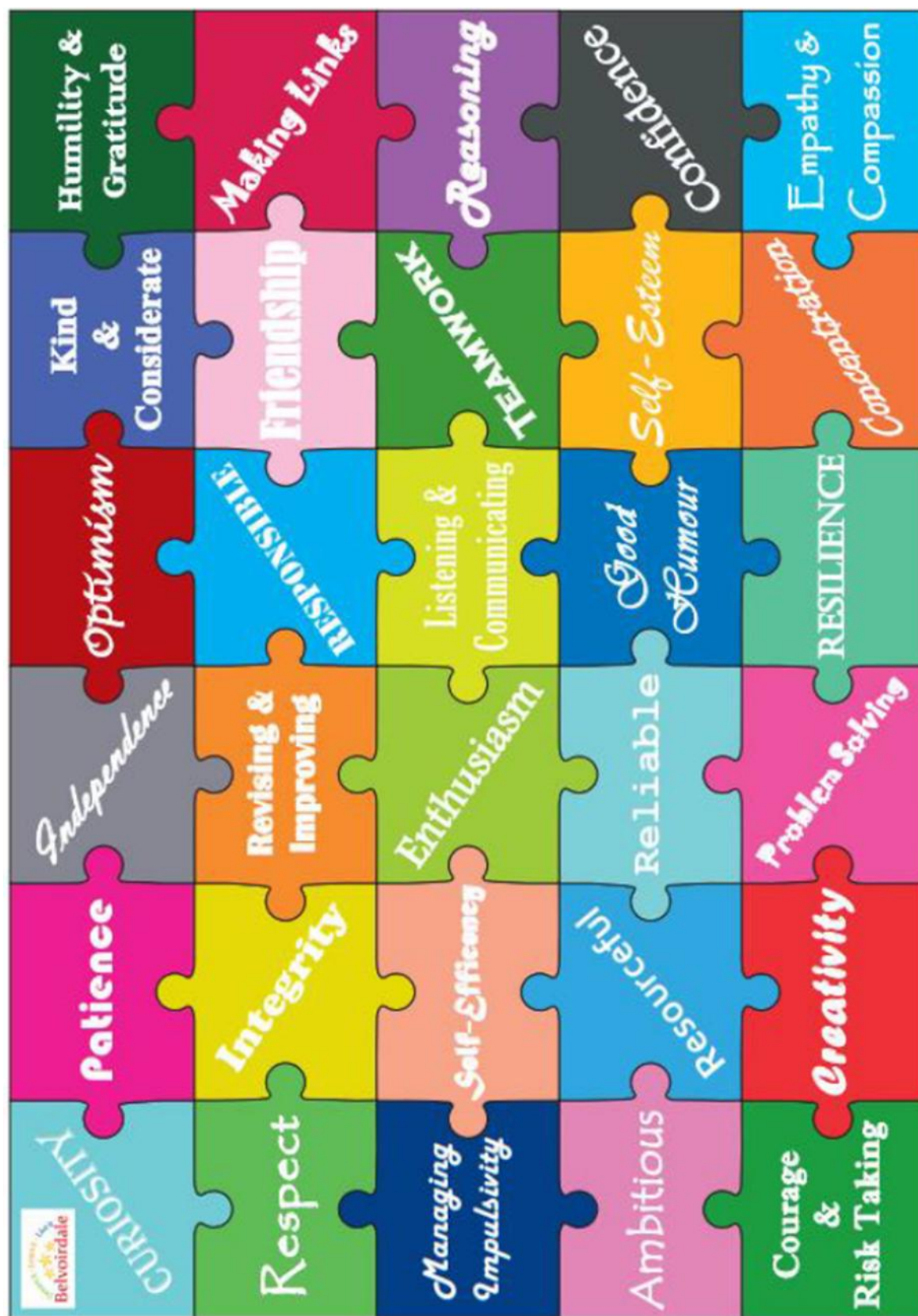
## Appendix 1: Written statement of behaviour principles

- ✓ Every child understands they have the right to feel safe, valued and respected, and 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 children at all times
- ✓ Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- ✓ The behaviour policy is understood by children and staff
- ✓ The exclusions policy explains that exclusions will only be used as a last resort and outlines the processes involved in permanent and fixed-term suspensions and exclusions#
- ✓ Children are helped to take responsibility for their actions and apologise for their actions at the appropriate time, when they have reflected on their actions.
- ✓ Families are involved in behaviour incidents to foster good relationships between the school and the child's home life
- ✓ The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Appendix 2: Golden Rules




### Appendix 3: Bevoirdale Characteristics













## Appendix 4: Ready to Learn Classroom Behaviour System










# Ready to Learn











I am ready to learn and want to do my best

### Think about it









First warning. I must change my behaviour

### Move away



Second warning. I must move away

### Time out



Third warning. I must leave the classroom

## Headteacher



# Ready to Learn



I am ready to learn and want to do my best

*At Belvoirdale we are role models. The characteristics remind us of the skills, expectations and characteristics that are needed to make us happy, successful learners and citizens in our community.*

## 1 Think about it

First warning. I must change my behaviour

*I have not behaved in an orderly respectful or self controlled way. I have not shown respect to adults or to peers. I have made it difficult for others to learn through my actions. I have not shown respect to school property or procedures.*

## 2 Move away

Second warning. I must move away

*I have not thought about my actions and I have not followed the first instruction to change my behaviour.*

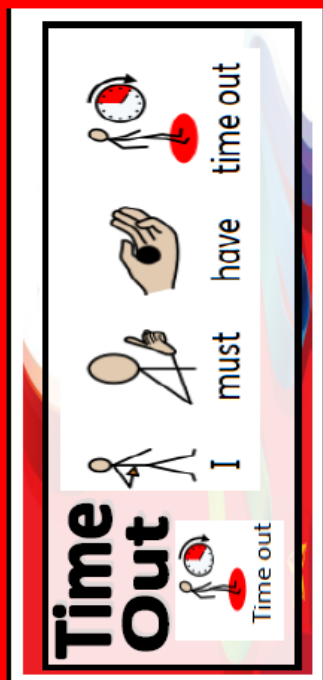
## 3 Time out

Third warning. I must leave the classroom

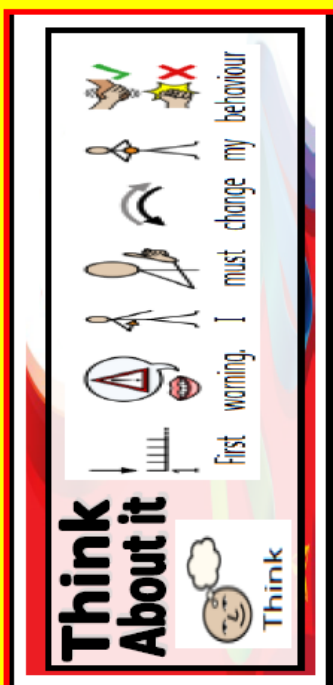
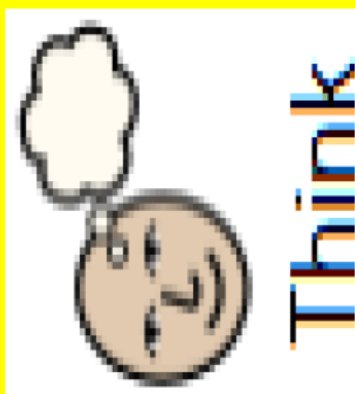
*I have continued to ignore the advice, help and support given to change my behaviour.*

## 4 Headteacher

I will reflect on my behaviour with the headteacher



*I have continued to ignore the advice, help and support given to change my behaviour. I have used violence against others and spoken inappropriately to adults.*



I have not behaved in an orderly respectful or self controlled way. I have not shown respect to adults or to peers. I have made it difficult for others to learn and enjoy their play through my words and actions. I have not shown respect to school property or procedures.

## Appendix 6

### Example Exclusion letter

Date

Dear

I am writing to inform you of my decision to exclude xxxxx for a period of **one day**. This means that he will not be allowed in school for this period. The exclusion begins at xxxxx on xxxxx 2020 and ends at 3.15pm on xxxxx on 2020

**Xxxxxx should return to school on xxxxxxxxxxxxxx at xxxxxxxx**

I realise that this exclusion may well be upsetting for you but the decision to exclude xxxxx has not been taken lightly. Xxxxxx has been excluded for xxxxxxxxxxxxxxxxxxxxxxxxxxxxv. Xxxxxx kicked a member of staff. Having checked the school records, I am aware that xxxxxx has kicked a member of staff previously and was excluded in June 2017 for this offence. This is unacceptable behaviour and is direct breach of our school behaviour criteria.

You have a duty to ensure that your child is not found in a public place during this exclusion. I must warn you that you may be prosecuted or receive a penalty notice from the local authority, if your child is found in a public place during normal school hours, on the specified dates, without reasonable justification.

You have the right to make representations to the governing body. If you wish to make representations please contact Helen Wardle as soon as possible. (Phone number is available from the school office.) Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

*If you think this exclusion has occurred as a result of discrimination then you may also make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Education Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Making a claim would not affect your right to make representations to the governing body.*



You also have the right to see a copy of xxxxx school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of his school record. I will be happy to supply you with a copy if you request it.

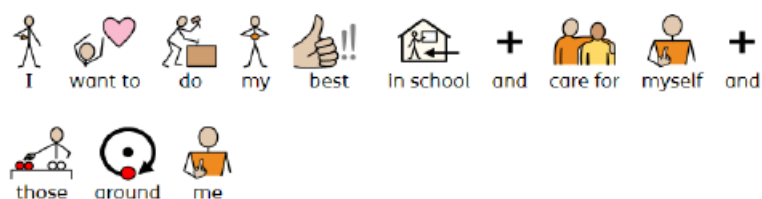
You may wish to contact Leicester admissions team who can provide advice. They can be contacted by telephoning 0116 232323.

You may also find it useful to contact Coram Children's Legal Centre, which is an independent national advice centre that offers information and support on state education, including on exclusion from school. They can be contacted on 08088 020 008 or at [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com). A copy of the Government's guidance, 'Exclusion from maintained schools, Academies and Pupil Referral Units in England', can be downloaded from the Department for Education's website at [www.education.gov.uk](http://www.education.gov.uk).

XXXXXXX exclusion expires on xxxxx at 3.15pm. Please attend a short reintegration meeting at 9.00am on xxxxxxxxxxxxxxxx with myself so that we can set clear and simple targets

## Appendix 7: Reintegration Evidence log

Reintegration Meeting			
Name:		Year Group:	Date:
		Attendance	Class:
Present at Meeting:	Headteacher: R Dax,		
Additional Needs: (SEND, EHCP, Safeguarding, Pastoral, ELSA, Behaviour Plan)			
Date of Suspension		Reason for suspension	
Previous Suspensions		Provision & Work provided	
<b>Targets for Behaviour &amp; Learning</b> (Pupil targets, parent suggestions, school support) 			
<b>Support agreed</b> (How can we help?) 			
Pupil Comment			
Parent/Carer Comment			
School comment			
When and how will this be reviewed?			
Signed Pupil			
Signed Parent/Carer			
Signed School			



### Reintegration strategy for suspended pupils

While not a statutory requirement, the DfE's guidance on suspensions and exclusions states that schools should have a plan to help pupils return successfully to school life. At Belvoirdale the following reintegration process takes place:


- Pupil is suspended following appropriate procedures (see above)
- Pupil and parents/carers understand the reasons for suspension
- Parents/Carers understand what behaviour the pupil is expected to improve when they return
- Pupil is provided with school work over the suspension period following the appropriate curriculum and ensuring that the academic support is available to help them catch-up when they are back in school
- Belvoirdale will ensure that regular contact is made over the suspension period.
- Belvoirdale will begin the process of reintegration early and will make the process of the pupil's return to school easier for all involved.
- Pupil returns from a suspension period/Returns from off-site direction/Returns from a significant period of internal exclusion/isolation/Returns if permanent exclusion is overturned by the governing board or an independent review panel
- Reintegration plans are shaped around the individual pupil's age, needs and behaviour.
- Belvoirdale will organise the reintegration meeting on the first full day of suspension (or as soon as reasonably possible) Reintegration meeting will include the completion of the Reintegration form that sets appropriate targets and welcomes comments from all parties. See reintegration meeting form in appendix

### Support other pupils and staff

Behaviour or incidents that have led to a pupil's suspension are often distressing for other pupils and staff. This is especially true when the behaviour was aggressive or involved bullying.

Belvoirdale will check in with affected pupils and staff over the suspension period and put procedures in place to continue that support when the suspended pupil returns.

## Appendix 8: Behaviour plan

<div><div><h1>Belvoirdale Primary School</h1><h2>Individual Behaviour Plan</h2></div><div></div></div>	
<b>Pupil Name:</b>	<b>DOB:</b>
<b>Date of Plan:</b>	<b>Review Date of PHP:</b>
<b>What are common triggers, contexts or environmental factors which have led to a dangerous situation in the past?</b> •	
<b>What does the behaviour look like?</b>	
<b>Escalating Behaviours</b>	<b>Crisis Behaviours</b>
•	•

<b>What purpose do the challenging behaviours serve?</b> Ask yourself: "What's all that about?" Why do they do that? What do they want to achieve?			
What do they want to gain?		What are they trying to avoid?	
		<b>Feelings that they don't know how to manage/react to.</b>	
<b>Specific behaviours</b> e.g. refusal to work/throwing objects/ripping & destroying property/abusive language/climbing on furniture/absconding/kicking and punching			
<b>List of behaviours</b>	<b>How likely is the risk to happen?</b> High – daily/more than once per week Medium – weekly Low – less than once per week	<b>How great is the risk to others?</b> High – potential to serious injury to others/self and property Medium – some potential to injury and harm Low – Prevents learning – no risk of injury	
Throwing objects	Medium	High	
Grabbing children or belongings	High	High	
Intimidation of others	Low	High	
Swearing	High	Medium	
Climbing or attempting to climb	High	Medium	
Tips over tables and chairs	Medium	Low	
Running and hiding	High	Medium	
Tearing work up	Low	Low	
Destroying other children's things	Low	Low	
Self-harm – Very self-deprecating.	High	Low	
Refusing to follow instructions	High	Medium	
Fiddling with objects	High	High	
Becoming quiet and withdrawn	Medium	Low	
Facial expression to suggest mood	Medium	Low	
Becomes evasive when questioned	High	Low	
Economic with the truth	High	Low	
Cheats – hates to lose.	High	Medium (if reacts to losing)	
Inappropriate sexualised touching	High	High	
Inappropriate sexualised language	High	High	
<b>Who/what is affected by the risk? (highlight as appropriate)</b> staff      peers      self property			
<b>In what situations does the risk occur? (e.g. in classroom/corridors/playground/ICT suite)</b>			
<b>Key adults who may support:</b> )			
<b>De-escalation skills</b>	<b>Try</b>	<b>Avoid</b>	<b>Notes</b>
Verbal advice and support			
Calm room offered			

Reassurance			
Help scripts			
First and then technique			
Limited Choices			
Humour			
Consequences			
Planned ignoring			
Time-out/time away/Den directed			
Calm talking and stance			
Transfer adult (fresh face)			
Success reminded			
Firm, clear directions			
Distraction/diversion			
Others			
<b>Diversions and distractions (Describe interest, words, objects etc. which may divert attention away from an escalating crisis)</b> •			
<b>Praise points/potential strengths (Areas that can be developed further and built upon)</b> •			
<b>Any medical conditions to be taken into account before using Physical interventions?</b>			
<b>Preferred handling strategies:</b>			
<b>Team Teach Strategy</b>	<b>Comments</b> <i>Team Teach positive handling strategies are only used where absolutely necessary. Follow policy.</i>		
<b>Single Elbow</b>  2 adults: Standing Sitting Kneeling	<i>Two carers standing, sitting or kneeling alongside the individual each holding the nearest forearm parallel to the ground with the elbow tucked back. The other caring C supports the front shoulder. Supporting pressure is through the hips to protect backs and heads.</i>		
<b>Double Elbow</b>  1/2 adults: Standing Kneeling	<i>One or two carers standing or kneeling alongside the individual passing one arm across the back to hold the furthest forearm. The whole hand hooks over the forearm with the elbow tucked back. The nearest forearm is held with the elbow tucked back. Supporting pressure is through the hips to protect backs and heads. N.B This is not to be used to hold individuals in a fixed seated position.</i>		
<b>Actions following any incident</b>			
<b>Debrief structure</b> (Pupil/other pupils/staff)	•		
<b>Recording and reporting required</b>	•		
<b>We are in agreement of the design and implementation of this plan.</b>			
<b>Head teacher:</b>			

**SENDCO:**

**Parents:**

## Appendix 9: ABC Chart



### ABC Behaviour Log

Pupil:		D.O.B:	Class Teacher:	
Date & Time	Incident	Behaviour	Consequences	Staff Signature