



Shenley Primary School Behaviour Policy

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Philosophy

At Shenley Primary School, we are committed to fostering an environment where exemplary behaviour underpins productive learning and supports the highest educational outcomes for all pupils. Our behaviour strategy is rooted in relational practice. Relational practice emphasises the importance of human connections and a sense of belonging for individual development, learning and well-being. This approach recognises the importance of positive relationships between staff, pupils, and the wider school community in promoting engagement and self-discipline. This policy establishes a shared philosophy that values respectful conduct, encourages personal responsibility, and empowers children and young people to manage their own behaviour with confidence. It provides clear procedures that enable staff to act safely and consistently, while prioritising collaboration and dynamic interventions to address challenges. Guided by the Department for Education's Behaviour in Schools (February 2024) our approach ensures that behaviour management reflects our core values, underpinned by developing positive relationships and supports every learner to succeed.

Aims

- To create a welcoming and inclusive environment where all pupils feel safe, respected and valued.
- To promote and maintain high standards of behaviour that support learning, community and life beyond school.
- To ensure consistency across the school through agreed rewards and consequences applied fairly to all.
- To encourage self-regulation, independence and personal confidence, enabling pupils to take responsibility for their behaviour.
- To foster effective relationships built on respect, kindness, care and empathy between pupils, staff and families.
- To celebrate positive behaviour and achievements, reinforcing success rather than focusing disproportionately on negative conduct.
- To promote a culture of aspiration and resilience, where pupils feel confident to take risks in their learning.
- To strengthen community cohesion by improving relationships and encouraging collaboration across the school community.
- To ensure excellent behaviour is the expectation for all, supporting equity and inclusion.

Our behaviour policy is based on the three pillars of relational practice and our Shenley Behaviour Curriculum. The school's Behaviour Curriculum sets out what and how the children are taught to maintain the high standards we set. The school's expectations of behaviour are displayed throughout the school and shared in assemblies and lessons.



Relevant legislation, statutory requirements and guidance

- Behaviour in Schools: Advice for headteachers and school staff (DfE, February 2024)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, August 2024)
- Searching, Screening and Confiscation: Advice for schools (DfE, July 2022)
- Keeping Children Safe in Education 2025 (DfE, September 2025)
- Special educational needs and disability code of practice: 0 to 25 years (DfE, January 2015)
- Equality Act 2010, Part 6: Education (April 2010)
- Education and Inspections Act 2006, Section 89 (November 2006)
- Use of reasonable force: Advice for headteachers, staff and governing bodies (July 2013)
- Mobile phones in schools: Guidance for schools on prohibiting the use of mobile phones throughout the school day (February 2024)

Links to other school policies and documents:

- Anti-bullying Policy
- Child Protection Policy
- Exclusion Policy
- Written Statement of Behaviour Principles
- Reducing the need for Restrictive Interventions in Schools Policy
- Mobile Phone Policy
- SEND Information Report and SEND Policy
- Online Safety Policy

Purpose

To provide simple, practical procedures for staff and learners that:

- Reinforces positive behaviour
- Teaches appropriate behaviour through positive interventions
- Sets out clearly the consequences for behaviour for learners and families

Definitions

Behaviour: anything that individuals say and do.

Valued behaviour: anything that provides a positive experience, creates helpful feelings, and is in line with the school's values.

Detrimental behaviour: anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values.

Dangerous behaviour: a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Discrimination: any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.

Protected characteristics: as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

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

Abuse: a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

Special educational need and disability (SEND): a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

Consequence: a consequence naturally or logically follows on from an action. Consequences are designed to help children learn.

Protective consequences: necessary measures to reduce the risk of harm. Protective consequences may limit freedoms.

Educational consequences: the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms.

Restorative consequences: focus on repairing harm.

Reasonable force: The term 'reasonable force' covers the broad range of actions used by most school staff at some point in their career that involve a degree of physical contact with pupils. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent.

Physical intervention: The term physical intervention is used to describe contact between staff and a child (or children) where no force is involved. (e.g. comfort, affirmation, facilitation).

Internal suspension: where a child is removed from their normal lessons for a period of time and works in a space away from their class. Internal suspensions are not subject to the same rules as external exclusions.

Suspension: a pupil is not allowed to go to school for a set amount of days - from half a day to a maximum of 45 days in one school year.

Permanent exclusion: a pupil is removed from the school roll (the official school register) and are not allowed to return.

School day: any day that a maintained school, academy, or ESC is in session and open to pupils in the relevant year group.

All members of staff

All members of staff are responsible for:

- Teaching valued behaviour
- Modelling valued behaviour
- Analysing and interpreting pupils' behaviour as a form of communication
- Applying the principle that all behaviour is linked to feelings, which result from experiences
- Creating positive experiences for pupils
- Supporting pupils to reduce detrimental behaviour
- Maintaining their own physical and emotional welfare
- Supporting colleagues to maintain physical and emotional welfare
- Working in partnership with pupils' parents/carers
- Implementing this policy consistently

Headteacher

The Headteacher is responsible for:

- Reviewing and approving (with governors) this policy
- Ensuring that all staff understand the principles and approaches to pupils' behaviour described in this policy
- Ensuring that all stakeholders (staff, pupils, parents/carers, governors, wider community) are involved in reviewing and updating this policy
- Ensuring all staff have appropriate training and support to teach valued behaviour and reduce pupils' detrimental behaviour
- Reviewing data relating to pupils' behaviour to ensure no groups of pupils are disadvantaged by the policy and its implementation

Senior Leadership Team

In addition to all elements of responsibilities of 'all members of staff', school leaders (including any colleague with leadership responsibilities) are responsible for the following:

- Supporting colleagues to reflect on and develop their practice. For example through informal conversations, observations with co-reflection, and performance review
- Addressing and subsequently supporting colleagues where the implementation of this policy is found to be inaccurate and/or inconsistent
- Analysing patterns of pupils' behaviour, using this information to support Shenley Primary School's stated aims and the principles of this policy
- Providing updates, reminders and training for colleagues about pupils' behaviour and this policy, as requested by the Headteacher
- Contributing to the induction of new staff
- Creation and review of a Behaviour Curriculum
- Ensuring staff have access to training or support to develop skills and understanding

Governors

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness through conversations, feedback and data
- Holding the Headteacher to account for its implementation

Pupils

Pupils will be made aware of the following during their induction to the school:

- They will be taught about valued behaviour at Shenley Primary School, and that by attending the school they understand these ambitions
- They will be recognised and celebrated for valued behaviour
- This policy remains relevant beyond school. For example, on the way to and from school, on trips and visits, as well as in the community when they can be identified as a member of the school
- They will be asked regularly for their views about valued and detrimental behaviour to support the evaluation, improvement and implementation of this policy
- Some pupils will need more teaching and support than others in order to secure valued behaviour and reduce detrimental behaviour
- How to raise concerns or ask for support

Parents and carers

Parents and carers should:

- Collaborate with the school around the support provided for their child
- Get to know the school's Behaviour Policy and reinforce it at home where appropriate
- Support their child in understanding and following the school's Behaviour Policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns promptly with the relevant member of staff
- Engage in the life of the school and its culture
- Commit to working in partnership with the school to secure the best possible outcomes for their child.

The school will endeavour to build a positive relationship with parents and carers, and is committed to working in partnership to meet the needs of children. The school will inform parents/carers about their child's valued and detrimental behaviour.

Our Shenley Primary School rules and values

We have three rules that all staff, pupils and visitors follow. These rules underpin all of our values and actions:

- Be Ready
- Be Respectful
- Be Safe

All children at Shenley are Shenley **STARS**. Our school values are:



Self-belief

We are **ready** to trust in our abilities and face challenges with confidence.

We show ourselves **respect**.

We feel **safe** when we believe in ourselves and our abilities.

Teamwork

We are **ready** to work together.

We show **respect** by valuing each person's contribution and supporting one another.

We feel **safe** when we work as a team and look out for each other.

Aspiration

We are **ready** to set ambitious goals and aim for excellence.

We show **respect** by honoring each person's dreams and encouraging their journey forward.

We feel **safe** when we pursue our aspirations in a supportive and positive space.

Respect

We are **ready** to listen with open minds and treat everyone fairly.

We show **respect** by honouring differences and valuing every voice.

We feel **safe** when respect guides our actions and builds trust.

Strength in kindness

We are **ready** to lead with compassion and show strength through kindness.

We show **respect** by uplifting others with our words and actions.

We feel **safe** when kindness creates a welcoming community.

Behaviour Curriculum

Intent

At Shenley Primary School, we recognise the intrinsic connection between effective teaching, successful learning, and the promotion of positive behaviour. In alignment with recent government guidance, which highlights the importance of a structured approach to behaviour, our school has developed a comprehensive Behaviour Curriculum. This curriculum outlines the specific behaviours and social-emotional skills that are explicitly taught and reinforced throughout the school environment. Its purpose is to equip pupils with the attitudes and competencies necessary to thrive academically, socially, and personally.

Implementation

Our Behaviour Curriculum is embedded across the school day and reinforced through a range of structured and purposeful activities. These include:

STARS Sessions: Behaviour is explicitly taught through our planned STARS Sessions. Weekly learning objectives are revisited, explored, taught, practised, and applied. Each session includes a clear focus.

Whole-School Assemblies: Used to introduce and reinforce key behavioural themes and celebrate positive conduct.

Recognition and Reward Systems: Positive behaviours are consistently acknowledged, celebrated and rewarded to promote a culture of encouragement and aspiration.

Core Behaviour Expectations: Our school community upholds the principles of being *Ready, Respectful, and Safe* in all settings.

School Ethos Integration: Behavioural expectations are aligned with our overarching school theme: *Happy – United – Inspired and our STARS values*.

PSCHE and RSE Curriculum: Personal Social Citizenship Health Education and RSE and Health Education further supports the development of respectful and responsible behaviour.

Curriculum Enrichment: Key national and global awareness events are embedded into the curriculum, including: World Mental Health Day; Anti-Bullying Week; Children's Mental Health Week; British Values Focus Week

Pupil Voice and Leadership: The Shenley School Council and Eco Warriors provide pupils with opportunities to contribute to the school community and model positive behaviour.

Daily Routines: Consistent routines across the school day reinforce expectations and support a calm, orderly environment.

Community Engagement: Positive behaviour and pupil achievements are regularly shared and celebrated with our wider community through platforms such as our weekly school newsletter.

Impact

Our Behaviour Curriculum is designed to equip pupils with the routines, skills and behavioural expectations necessary to become respectful, responsible and active citizens within their communities. These elements are embedded across the school day to ensure that pupils leave our school prepared to contribute positively to society.

The impact of the Behaviour Curriculum is continuously monitored and evaluated through the following measures:

Daily Behaviour Monitoring: Senior leaders observe pupil behaviour throughout the school day to ensure consistency and identify areas for improvement.

Staff Feedback: Constructive feedback is provided to staff by senior leaders as appropriate, supporting professional development and reinforcing best practice.

Review of Routines and Procedures: School routines and behavioural procedures are regularly reviewed and refined to maintain effectiveness and relevance.

Stakeholder Engagement: Regular feedback about behaviour to and from pupils, staff and the parent/carer community

Staff training

At Shenley Primary School, we recognise every adult at the school has an important role to play in developing pupils' valued behaviour and reducing detrimental behaviour. We also recognise that every member of staff requires support and training to achieve this.

Induction

Permanent staff and students on placement will receive training about the school's approach to behaviour from a senior leader. This will focus on core principles, as well as the roles and responsibilities of key staff. This will take place wherever possible before the new colleague starts working directly with pupils, or as soon as possible thereafter.

Peripatetic staff and external providers routinely working with pupils on an ongoing basis will be asked to attend induction training in line with permanent colleagues (see above). Where this is not possible, these staff will be expected to read and accept a summary document, explaining the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school.

It is the responsibility of colleagues with questions or queries about the principles and responsibilities to make these known. These will be answered by a senior leader before starting to work directly with pupils.

Agency/supply staff will be asked to read and accept a summary document before starting to work with pupils. This document explains the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

Annual training

The school will provide regular reminders and updates about the Behaviour Policy and its application for all staff. This will be led by a senior leader at least once annually.

A culture of learning and support

At Shenley Primary School, we recognise that in order to teach valued behaviour and modify detrimental behaviour, adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual/group they will ask for, and be provided with, support from colleagues.

Where requests for support form a pattern, a senior leader will explore with the colleague what ongoing support and training they may find beneficial.

All adults working at the school are expected and supported to reflect on their practice. This is designed to identify how they can enhance ways of teaching valued behaviour and modifying detrimental behaviour. These reflections will take many forms and may include the following: personal/internal reflection, informal discussion with a skilled colleague, co-reflection following observation, professional learning conversation linked to appraisal or supervision.

Targeted support

If a colleague is not regularly and routinely following the principles and approaches outlined in this policy, targeted support will be provided. This may take many different forms and is likely to include one or more of the following:

- Joint planning with a colleague
- Co-delivery with a colleague
- Observations and co-reflection with a colleague
- Supervision (a structured reflection) with a colleague or external provider
- Formal training
- Performance review

Promoting valued behaviour

When pupils are engaged and learning, we aim to 'catch them being ready, respectful and safe' adhering to our school rules and promoting our Shenley values. Valued behaviour and effort may be recognised in any of the following ways:

- Positive praise
- Stickers and messages home
- Sharing good work with other adults
- Whole class reward system which encourages teamwork working to a larger reward
- Phone calls/emails/postcard home
- Golden Time
- Celebration Assembly: Headteacher Certificates (linked to our school values) and Teacher's Star of the Week Certificates
- Special Recognition Letter

At Shenley Primary School, valued behaviour is the set of behaviours that is explicitly taught, modelled and expected from students and staff. These behaviours reflect the school's values and are considered essential for learning and wellbeing.

At Shenley Primary School, valued behaviour is seen through children and staff demonstrating our school values and following our school rules. Pupils treat each other with respect and celebrate differences. Staff model positive behaviour consistently. The school community supports one another, creating a culture of kindness and aspiration. Clear expectations are communicated so everyone knows what valued behaviour looks like.

Valued behaviour is important because it:

Promotes safety: Valued behaviour ensures classrooms are calm and secure, so learning can happen.

Builds community: It fosters trust, belonging, and positive relationships among students and staff.

Supports learning: When behaviour is consistent and respectful, students can focus on their studies without disruption.

Prepares for life: These behaviours are transferable skills - accountability, empathy, teamwork - that help children succeed beyond school.

Detrimental behaviour

Detrimental behaviour is anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values. At Shenley Primary School, we recognise that all behaviour is a form of communication and it is the responsibility of adults to analyse and interpret what the behaviour is communicating. We also recognise that all behaviour is driven by thoughts and feelings, which are influenced by experiences. For some pupils, incidents and patterns of detrimental behaviour may indicate an unknown or unmet need which requires further consideration. For some pupils their known additional/special educational needs may influence their behaviour. For more information on pupils' special educational needs please refer to the school's SEND Information Report and SEND Policy.

Adults should respond to detrimental behaviour with the aim of reducing it and identifying opportunities to teach pupils about valued behaviour. Adults' responses should be consistent, logical and happen as soon as possible after the detrimental behaviour. The responses will always consider the needs of the pupil(s) displaying detrimental behaviour and be adapted accordingly.

Dangerous behaviour

Dangerous behaviour is defined as a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Incidents and patterns of dangerous behaviour may well require protective consequences to be applied for the specific aim of mitigating risk. Dangerous behaviour could be categorised in one of the following four areas, for which there are specific considerations.

Bullying: Bullying is the repetitive, intentional harming (physical, emotional, mental, reputational) of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is always unacceptable at Shenley Primary School and the school will always take action to address it.

Prohibited items: These include: knives or weapons; any article a staff member reasonably suspects has been used or has been threatened to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person; illegal drugs; other toxic or psychoactive substances; stolen items; fireworks or other explosives; pornography or sexual imagery; alcohol; tobacco; e-cigarettes and vapes.

The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed above.

Prejudice and discrimination: All actions that intentionally (or otherwise) disadvantage or treat differently individuals and/or groups as a result of one or more protected characteristics can be considered prejudice or discrimination. All prejudice and discrimination is unacceptable at Shenley Primary School and the school will always take action to address it where it exists. Any incident that could be defined as prejudice and/or discrimination will always be recorded by senior leaders using CPOMS, monitored by the Headteacher and SLT, and be fully reviewed regularly (at least termly) by the Headteacher and members of the SLT. At Shenley Primary School, we strive to eliminate all forms of prejudice and discrimination by educating pupils through: intent and design of the curriculum in every subject; the PSCHC Curriculum; Behaviour Curriculum including assemblies; modelling anti-discriminatory behaviour.

Child-on-child sexual violence and sexual harassment: This can be defined as behaviour that is most likely to include (but may not be limited to):

- non-consensual sexual activity
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment
- sexting
- upskirting

Low Level Disruption – managed by the Class Team led by the Class Teacher

This could include (but is not limited to):

Talking unnecessarily: chatting with peers during instruction or group work. Talking under your breath or talking at inappropriate times

Calling out: answering without permission or making comments out of turn

Distracted behaviour: misusing equipment or not paying attention

Avoiding work: deliberately wasting time, refusing to start tasks, avoiding learning tasks

Moving around the room: wandering without permission or repeatedly leaving their seat

Distracting others: passing notes, throwing small items, or deliberately interrupting peers

Minor defiance: ignoring instructions, arguing over small requests, or showing passive resistance

Actions may include:

Steps	Actions
Redirection	Gentle encouragement through use of non-verbal cues.
Reminder	A reminder of our three simple rules: Ready, Respectful, Safe (delivered subtly or privately). The adult makes the pupil aware of their behaviour and they have the opportunity to do the right thing. De-escalate and decelerate where reasonable and possible, and take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary. Praise will be given when the learner is able to model valued behaviour as a result of the reminder.
Reset	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention: <ul style="list-style-type: none"> I have noticed that you are... (having trouble getting started, wandering around etc.) right now. At Shenley, we... Refer to the 3 school rules (ready, respectful and safe) and values (self-belief, teamwork, aspiration, respect and strength in kindness) Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) Do you remember yesterday/last week when you...? (refer to previous positive behaviour) That is who I need to see today... Thank you for listening... Provide the child some 'take up' time.
Time-out	Time-out is a short time away from the classroom in another classroom for 5 or 10 minutes. Where possible, children should be escorted to another classroom by an adult. Children will take their learning with them to complete during time-out. When they return to class, reset expectations and settle back in.
Repairing and Restoring	After an incident, a restorative conversation must take place with the class teacher using these key questions: What happened? What did you do? How did this make people feel? Who has been affected? How have they been affected? What should you do to put things right? How can you do things differently in the future? What can I do to help you with this?
Recording and Reporting	Incidents that get to time-out will be recorded on CPOMS and reported to parents.

*These steps will be adapted as appropriate in EYFS.

This could include (but is not limited to):

Continued low-level disruptions: continuing the behaviours listed above in the 'low-level disruption' section after returning from time out and not modifying their behaviour

Ignoring adults: Not following instructions; refusing to complete learning; walking away from an adult

Rudeness or insolence: Towards adults or peers. This could include using rude and inappropriate language (including indirect swearing), gestures or facial expressions

Shouting: This could include shouting in the classroom or in communal areas

Not respecting school property: Drawing on equipment, breaking small items of equipment e.g. pencils, rulers etc; purposeful wasting of school resources; kicking or barging into doors, walls, tables etc

Lying: purposefully telling lies or making things up

Pushing or shoving peers: this includes play fighting and small disagreements

Purposely upsetting others: name calling; saying unkind things or being unkind; not including others intentionally

Actions may include:

Steps	Actions
Time-out	Time-out is short time away from the classroom in another classroom for 5 or 10 minutes. Where possible, children should be escorted to another classroom by an adult. Children will take their learning with them to complete during time-out. When they return to class, reset expectations and settle back in. If incidents occur at break or lunchtime, time-out should take place with an adult outside on the playground.
Repairing and Restoring	After an incident a restorative conversation must take place with the class teacher using these key questions: What happened? What did you do? How did this make people feel? Who has been affected? How have they been affected? What should you do to put things right? How can you do things differently in the future? What can I do to help you with this?
Recording and Reporting	Incidents which get to time out should be recorded on CPOMS and reported to parents.
If time-out occurs 3x in a one week period	
Missing break or lunch	Children will miss 10 minutes of their next lunch break. This will be with the class teacher.
Repairing and Restoring	Children will complete a reflection form, which will include a restorative or educational consequence e.g. completing missed work, writing an apology letter, tidying up a mess they have made. This will be with a member of the class team.
Recording and Reporting	Incidents will be recorded on CPOMS and reported to parents.

Serious Behaviours – managed by Class Teachers with Phase Leaders

This could include (but is not limited to):

Continuing detrimental behaviours: examples as listed above in 'Detrimental behaviour' section

Significant intentional damage to property/vandalism: This could include personal property, school equipment/resources and the school building/environment

Swearing (direct and intentional): this could include saying, writing or typing swear words intentionally

Acting in an unsafe manner: climbing on equipment; leaving the classroom without permission; creating a health and safety risk; barricading a door

Actions may include:

Steps	Actions
Half Day Internal Suspension	Children will spend half a day with a member of SLT. They will complete their learning during this time as set by the class teacher. Loss of privilege may occur.
Repairing and Restoring	Children will complete a reflection form, which will include a restorative or educational consequence. E.g. completing missed work, writing an apology letter, tidying up a mess they have made. This will be with the Phase Leader and followed up with other adults involved.
Recording and Reporting	Incidents should be recorded on CPOMS and a conversation will take place with parents/carers beforehand (if not during or after).
Persistent Serious Behaviours or significant incidents could result in a One Day Internal Suspension	
One Day Internal Suspension	Children will be internally suspended with a member of SLT. Children will complete their learning during their internal suspension, which will be set by the class teacher.
Repairing and Restoring	Children will complete a reflection form, which will include a restorative or educational consequence e.g. completing missed work, writing an apology letter, tidying up a mess they have made. This will be with a member of SLT.
Recording and Reporting	Incidents will be recorded on CPOMS and a conversation will take place with parents/carers before the one-day internal suspension.

This could include (but not limited to):

Continuing Serious Behaviours: as detailed above

Bullying: including cyber bullying, prejudice based or discrimination bullying.

Offensive Language: including racist, sexist, sexual, homophobic comments or other offensive comments linked to protected characteristics.

Physical Aggression: towards any members of the school community. Kicking, punching, hitting, fighting and intentionally hurting others.

Threatening or Intimidating Behaviours: Squaring up to another child or member of staff, physically or verbally threatening others.

Absconding: Trying to/leaving the school grounds, constantly leaving the classroom.

Significant acts of vandalism: including significant damage to property, the school building or grounds, setting off the fire alarm or tampering with fire safety equipment.

Bringing the school reputation into disrepute: including online/social media, when representing the school offsite or when wearing school uniform.

Child on child abuse: any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line Behaviour Policy (section 'Safety and Support Plan' or 'Risk Assessment Management Plan') and Keeping Children Safe in Education 2025 (in particular part two and part five).

Shenley Primary School adopts a zero-tolerance approach to child-on-child abuse.

Adults will seek to remove any opportunity for further incidents to occur.

Actions may include:

Steps	Actions
One Day internal suspension or Suspension	Children may spend one day internal suspension with the Deputy Headteacher (or SLT) or they may be suspended. Access may be limited to named areas of the school. They will complete their learning during this time as set by the class teacher. Loss of privileges may occur. At Shenley Primary School, we do not suspend pupils lightly, but suspension can be applied to pupils whose behaviour is outlined in the 'very serious/dangerous' section.
Support plans	A 'Behaviour Support Plan/Risk Reduction Plan', 'Safety and Support Plan' or 'RAMP' may be completed. Increased levels of adult support and supervision and temporarily reduced timetables may be implemented.
Repairing and Restoring	Children will complete a reflection form, which will include a restorative, learning or protective consequence. This will be with the Deputy Head and followed up with other adults involved. In all cases learning, restorative or protective consequences will be applied with the aim of reducing future risk and enabling behaviour change.
Recording and Reporting	Incidents will be recorded on CPOMS. Parents will always be informed as soon as possible once the decision to apply protective consequences has been made. These decisions will be taken by the Headteacher or Deputy Headteacher (in which case the Headteacher will be informed on the same day the decision is taken).

Major Behaviours – managed by Headteacher

This could include (but is not limited to):

Continuing very serious/dangerous behaviours: as detailed above

Possession of prohibited items (*knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property*).

ICT: Seriously compromising the school's ICT system or using the school's ICT system inappropriately

Significantly or persistently dangerous, violent, criminal or threatening behaviours

Persistent challenge to authority

Actions may include:

Steps	Actions
Suspension, Permanent Exclusion or any remedy the Headteacher and/or Governors deem necessary	At Shenley Primary School, we do not suspend or permanently exclude pupils lightly, but suspension or permanent exclusion can be applied to pupils whose behaviour is outlined in the 'major' section. Loss of privileges may occur. Child will be removed from the place the incident took place. They will complete their learning during this time as set by the class teacher.
Support plans	A 'Behaviour Support Plan/Risk Reduction Plan', 'Safety and Support Plan' or 'RAMP' may be completed.
Repairing and Restoring	Children will complete a reflection form, which will include a restorative, learning and/or protective consequence. This will be with the Headteacher and followed up with other adults involved. After a suspension a reintegration meeting will take place with school staff, the child and their family.
Recording and Reporting	Incidents will be recorded on CPOMS. Parents will always be informed as soon as possible once the decision to apply protective consequences has been made. A referral to or advice sought from Children's Services may occur.

Internal suspension, suspension and permanent exclusion

The Headteacher, Deputy Headteacher, and members of the SLT can take the decision to issue an 'internal suspension' that means removal from class for a period of learning and reflection. The Headteacher (or Deputy Head if Headteacher is unavailable) may suspend a pupil.

Refer to Shenley Primary School's Exclusion Policy.

Bullying

Refer to Shenley Primary School's Anti-bullying Policy.

Safety and Support Plan or Risk Management Plan

For some pupils, a 'Safety and Support Plan' or 'Risk Assessment Management Plan' (RAMP) may be required when an incident of child-on-child abuse, sexual harassment or sexual violence has occurred. This is to identify risks for the victim, perpetrator and other children and so that all staff are aware of their duty of care to the children. Typically, these plans will include specific forms of intervention to maintain a pupil's own safety and that of others. A plan co-ordinator will consider the following:

- removal of the alleged perpetrator from the class of the alleged victim
- contact parents/carers of the alleged victim and alleged perpetrator to explain actions after an event
- calculate the risk of dangerous behaviour towards children using the sexualised behaviour traffic light tool
- referral to or advice sought from Children's Services
- referral to the police where appropriate (see When to call the police guidance for schools)
- inform all staff of the plan to ensure all parties understand clearly what specific action they must take to keep children safe
- record the incident and follow up actions on CPOMS
- consider the age, understanding, and competence of the individual
- offer therapeutic intervention to both victim and perpetrator
- review the plan regularly with parent(s)/carer(s), Headteacher and the perpetrator or sooner if further incidents occur
- Notify the governing body of the nature of the incident

Monitoring

Where a serious incident occurs, attempts should be made to obtain corroboration from other children and where possible adults. Notes are kept of significant incidents and repeated incidents. These are logged on CPOMS. Repeated misconduct is reported to Senior Leaders who take further action, based on information already received. The Senior Leadership Team monitor the behaviour log.

A rise in incidents involving a child's anti-social behaviour is responded to through 'The Graduated Tiered' response, outlined in the 'Hertfordshire Emotional Wellbeing and Behaviour Strategy'. This demonstrates the provision and services included at each level (tiers 1-5) and the types of interventions locally accessible to support emotional engagement.

A multi-agency assessment could be undertaken to identify any child's needs. This is especially appropriate given the provisions of paragraph 19 of the current DfE exclusion guidance in which it is stated that: *"early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The head teacher should also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEN but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems."*

Damage

Deliberate damage to school property and vandalism are unacceptable, parents need to be aware that vandalism has a detrimental impact on the learning environment and increases costs. For example: money spent on replacing or repairing a damaged door has to be taken from budgets allocated to educational resources and visits, therefore reducing the quality of education that could be offered. This is obviously unfair to those pupils who respect their school. The school reserves the right to pass on any costs of repair to the parents/carers of those pupils responsible.

Behaviour expectations and pupils with Special Educational Needs and/or Disability (Behaviour in Schools, DfE February 2024)

A school's culture should consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Schools should consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Schools with good behaviour cultures will create calm environments, which will benefit pupils with SEND, enabling them to learn.

Some behaviours are more likely to be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;
- if a pupil has an Education, Health and Care 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 any of these duties, schools should, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

Learners with an identified SEND particularly under the category of Social Emotional and Mental Health (SEMH), may have personalised support and adjustments set out in an individualised plan and outside agency support. This is to provide a nurturing and inclusive approach, which will support all children to succeed in a calm and purposeful environment. School will refer to external agencies for support and guidance.

We seek to engage proactively with parents in supporting the behaviour of pupils with additional needs.

Where there are concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan we, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This will involve assessing the suitability of provision for a pupil's SEN or disability.

Where a pupil has an Educational Health Care Plan, we will contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude (unless this risks the immediate safety of the school community). For those with SEND but without an EHC plan, the school should review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may provide a point for schools to request an EHC assessment or a review of the pupil's current package of support.

The school will act reasonably in implementing the policy and to make reasonable adjustments for a child with characteristics protected by the Equality Act 2010. However, when the behaviour of those pupils with SEND, who may already have extensive support in place, becomes dangerous to themselves or others, and impacts on the education and safety of others, this cannot be tolerated. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. Under the Children and Families Act 2014, governing boards of relevant settings must use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEND, which will include any support in relation to behaviour management that they need because of their SEND.

Use of Reasonable Force

All members of school staff have a legal power to use reasonable force. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them.

The decision on whether to physically intervene is down to the professional judgement of the staff member concerned. Whether the force used is reasonable will always depend on the particular circumstances of the case. The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for other items banned under the school rules.

School will speak to parents about serious incidents involving the use of force.

It is not illegal to touch a pupil. There are occasions when physical intervention, other than reasonable force, with a pupil is proper and necessary. The term physical intervention is used to describe contact between staff and a child (or children) where no force is involved (e.g. comfort, affirmation, facilitation).

Examples of physical intervention include:

- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school;
- When comforting a distressed pupil;
- When a pupil is being congratulated or praised;
- To demonstrate how to use a musical instrument;
- To demonstrate exercises or techniques during PE lessons or sports coaching;
- To give first aid.

Searching and confiscation

Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search. The Headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's Behaviour Policy. Reasonable force can be used to search for 'prohibited items.'

The Headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or Deputy).

The Designated Safeguarding Lead (or Deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. The staff member should also involve the designated safeguarding lead (or Deputy) without delay if they believe that a search has revealed a safeguarding risk. If the designated safeguarding lead (or Deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they: are in possession of a prohibited item; do not understand the instruction; are unaware of what a search may involve; or have had a previous distressing experience of being searched.

The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. Wherever possible it should be conducted away from other pupils.

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any search by a member of staff for a prohibited item and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found.

Parents will always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any protective and educational consequences applied.

Mobile phones

Please refer to the Mobile Phone Policy.

At Shenley Primary School, children in Year 6 can bring their mobile phone to school. A phone-free environment during the school day is ensured by:

- Mobile phones handed in on arrival: on entry to the school, each Year 6 pupil hands in their device (if they have one) to school staff and these are then collected at the end of the school day.
- Mobile phones kept in secure location (school office), which the pupil does not access throughout the school day. They are provided at the end of the school day.

Parents/carers are communicated with to ensure they are aware of the school's mobile phones policy.