



Respect
For All

Ambitious
In Aspirations

Bold
In Actions

"...with God all things are possible" Matthew (19:26)

St George's CE Primary School Behaviour Policy

All pupils have a right to learn. Every teacher has the right to teach.

At St. George's CE Primary School, we are committed to preparing our pupils to be able to self-regulate and become lifelong learners. Behaviour in our school is good. The previous behaviour policy was successful in ensuring that children thrived in a caring and supportive environment. To further continue this work, we are currently implementing the Thrive programme and as such we are updating the policy in line with the Thrive model and updated Department of Education guidance.

In order for effective teaching and learning to take place, all staff are aware that good behaviour is vital. As school community, we seek to create an environment which encourages and reinforces good behaviour. The school have high expectations for behaviour and all pupils are made aware of this through clear modelling and regular reinforcement. Our ethos establishes that we are ambitious for our children's futures and we support them to develop into well rounded citizens in society, allowing all to thrive. Everyone should treat one another with dignity, kindness and respect.

The publication of Keeping Children Safe in Education 2025 clarifies that all school staff have a responsibility to ensure a safe and secure environment where all can learn. St. George's CE Primary School creates an environment where positive behaviours and relationships are embedded by proactively supporting pupils.

We believe that the adult-child relationship is vital when developing the child's social and emotional skills, which are essential for life and learning. We strive to demonstrate a relational approach to support social and emotional development and behaviour based on the following principles:

- We understand that behaviour communicates unmet needs and we can separate the child from their behaviour.
- We understand that each developmental stage has a range of typical behaviours, which provides opportunities for adults to role-model and explicitly teach appropriate behaviours.
- We provide a caring, safe environment, with clear and consistent routines which build a sense of safety in the emotional and physical environment.
- We encourage our children to become accountable for their actions and realise the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
- We keep in mind that children are still growing, learning and developing and ensure that modelling of good behaviour and resolution of problems are paramount.
- We seek to restore relationships and improve future behaviours. We seek the most appropriate way of supporting children to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

- We keep record of concerning and recurring behaviour on CPOMS.

Policy aims

This policy aims to:

- share the approach the school takes to promote good behaviour and relationships, ensuring that children and young people are in a calm, safe and supportive environment
- share how the school community is committed to promoting and supporting positive behaviour and relationships across the school
- provide guidance to staff in their role of supporting positive behaviour and relationships
- provide information on what support and training opportunities are on offer for staff, parents and carers.

Whole-school approach to supporting pupils

We ensure that our school has a culture, ethos and practice that strengthens relational approaches and inclusion, recognising the importance of psychological safety. Our school implements Thrive – a trauma-informed whole-school approach to improving the mental health and wellbeing of children and young people. Our school is developing the use of Thrive within our curriculum where children and young people are taught to:

- develop their stress-regulation system
- recognise and verbalise a range of feelings and emotions
- build their emotional resilience so they can effectively manage stress
- keep themselves safe
- develop healthy coping strategies and regulation skills.

All staff are committed to supporting and promoting positive behaviour and healthy relationships. All staff will:

- take the time to recognise positive behaviours and attitudes and reward success.
- notice positive behaviours and reinforce them
- At the start of the academic year and regularly revisited throughout the year, the three school rules of, 'Be Kind, Be Safe and Follow Instructions,' are discussed.
- focus on the values, rights and responsibilities of the school community, which includes: pupil, staff and parents, when establishing boundaries with children.
- remind children and young people that their actions impact on others and that they have a responsibility to safeguard others' rights
- seek both resolution and learning when dealing with incidents
- consider how our actions and words help and give children time and space to resolve the situation
- keep in mind that children benefit from a clear structure within which to learn
- use consequences as a form of appropriate and proportionate intervention.
- keep in mind that consequences must be applied in a fair and consistent way, in line with our policy.

Alongside the above, we also use the stance of PACE and the communication skills of the Vital Relational Functions (VRFs) to support children and young people. PACE is the acronym used by psychologist Dan Hughes to describe the optimal adult stance when working with children to reduce stress, enhance connection, promote safety and engender the learning of new social and emotional skills.

PACE stands for:

- Playfulness – sensitive and appropriate playfulness helps the child feel safe and promotes positivity
- Acceptance – ensure the child feels safe, secure and listened to.
- Curiosity – genuine interest in the child helps them become aware of their inner life
- Empathy– demonstrating compassion for the child and their feelings supports the child’s sense of self-worth.

The VRFs represent the key techniques that we consciously apply in relationships which are empathy and compassion.

The VRFs include:

- Attunement – acknowledging the energy of the child with non-verbal and behavioural communication
- Validation – acknowledging the validity of the child’s feelings and experiences
- Routine – predictability, routine and experiencing safety and security, both relationally and environmentally
- Regulation – transforms what was too much to bear alone into an experience that can be tolerated together.

Positive rewards

To promote intrinsic motivation, rewards will be given for the process of learning (behaviours for learning) rather than the output of an activity (which may promote extrinsic motivation).

- Classroom/school awards:
- Star of the week certificates
- Positive postcards
- weekly celebration assemblies
- stickers
- dojo points and messages to parents
- phone calls home
- headteacher’s stickers and awards.

Consequences

When an incident occurs, we understand that this will cause a rupture in relationships and we seek to repair this rupture. We describe the behaviour as ‘distressed’ or ‘dysregulated,’ rather than ‘challenging’ because we understand that the behaviour is communicating a level of need within the child.

Consequences that are designed to support children to be accountable for their own actions, encouraging them to develop skills to change their behaviour, these may include:

- Help to rectify something they have done, through natural consequences – for example, help to tidy up the mess they have made, turn the chairs back up if they have been tipped over, etc.
- Use consequences to help the pupil and others learn from mistakes and recognise how they can improve behaviour.
- To support understanding and repair ruptures in relationships, we will hold Thrive one-to-one or group sessions.

To achieve these aims, a response to behaviour may have various purposes. These include:

deterrence: consequences can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.

protection: keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.

improvement: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils will be supported to understand and follow the rules. This may be via consequences, reflective conversations or targeted pastoral support.

Where appropriate, staff will consider any contributing factors that are identified.

Please see Appendix 1 for a detailed list of behaviours and consequences.

Partnership with parents and carers

We work as a team to support our children as they grow and develop socially and emotionally. We actively promote a partnership with parents/carers and other agencies, where appropriate. We believe that clear, mutually respectful and open communication from all parties is key to ensure that we all work together as a team to meet the needs of the child. We make sure parents/carers are supported to understand and help all children to be accountable for their actions. Our school is committed to supporting parents, carers and families with their child or young person's behaviour. We aim to do this by:

- using dojo to update parents and carers with messages and news, throughout the week
- encouraging parents and carers to inform the school if they have any concerns regarding their, or another child's, behaviour.
- discussing behaviour concerns we have with parents and carers
- keeping parents and carers well-informed regarding where they can seek support through the school website, social media pages, posters in the main entrance, letters home, etc
- developing the provision of Thrive home action plans so that parents and carers can support their child at home
- having regular parents/carers' evenings
- holding Thrive drop-in sessions on a regular basis
- hosting parent/carer coffee mornings with the mental health worker.

We will be developing the provision of a Family Thrive leader who will provide Family Thrive sessions to parents and carers. This allows parents and carers to have a basic understanding of Thrive theory and practice so they can better understand and support the work that is taking place in school.

Responsibilities of different members of the school community

Responsibilities of Pupils

- Pupils have a duty to follow the school's behaviour policy and uphold the school rules and should contribute to the school culture
- To work to the best of their abilities and to allow others to do the same.
- To treat others with respect at all times.

- To respond appropriately to the instructions of staff and other adults working in school.
- To take care of property and the environment in and around school.
- To cooperate with children and adults in all aspects of school life.
- Pupils will be asked for their feedback as to the school environment and ethos.
- Pupils new to the school will be supported with the change of setting with understanding different expectations. This may be in the form of sessions with the Pastoral Lead to support understanding.

Responsibilities of Parents

- To fully support the school's behaviour policy and rules.
- To encourage respect and good behaviour.
- To make their children aware of how their behaviour is inappropriate.
- To work with the school in making improvements.
- To behave appropriately and respectfully to staff, other parents and children.
- To inform school staff about anything that may affect children's learning, behaviour and well-being at school.
- To show an interest in all that their child does at school.
- To work with school staff to address and review any behaviour issues with their children.
- To foster and promote the good use of internet safety and social media.
- To work with school and other agencies, if further help is required.

Responsibilities of Staff

- The first priority will always be to ensure the safety of pupils and staff and to restore a calm environment.
- To comply fully with the school's policies and procedures.
- The school staff will consider whether the behaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm, where this may be the case as set out in Keeping Children safe in Education 2025 and the school's Safeguarding Policy.
- School staff should follow the school's Safeguarding Policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.
- Staff across the school will respond in a consistent, fair, and proportionate manner so that pupils will know with certainty that misbehaviour will always be addressed.
- To acknowledge positive improvements in behaviour
- To treat all children fairly, with dignity and respect.
- To raise children's self-esteem and develop their full potential by offering high quality, inspiring learning experiences.
- To maintain high expectations of pupil behaviour and learning and establish clear boundaries.
- To create a safe, stimulating and pleasant environment for learning.
- To use rules and consequences clearly and consistently.
- To be a good role model for behaviour as outlined in the school's Code of Conduct Policy.
- To establish effective partnerships with parents so that children can see the key adults in their lives share a common aim.
- To praise and reward appropriate behaviour and achievements.
- To record inappropriate behaviour on CPOMs.

- If support is needed, the school can offer work with outside agencies which may initially require a Early Help Assessment and or support from the School's Pastoral Lead.
- De-escalation techniques may be used (Team Teach) to help prevent further behaviour issues arising and recurring and we will use pre-agreed scripts and phrases to help restore calm.
- All school staff receive Team Teach training. If a pupil becomes dysregulated, a MyPlan that is coproduced with parents and staff, will be implemented. All actions taken to the behaviours displayed will be reasonable, necessary and proportionate
- MyPlans are reviewed in order to ensure that they are still appropriate and relevant to the child.

Responsibilities of School leaders

- School Leaders will be highly visible around school at all times and engage with the school community so that everyone can feel safe and supported.
- All new to school staff, will have an induction meeting with a member of the Senior Leadership Team so that expectations can be set and all appropriate policies shared.
- The Senior Leadership team will organise appropriate, timely and supportive training for staff, including induction for new staff, this may include support from the Inclusion Support Service, Team Teach and training on certain Special Educational Needs.
- Ongoing engagement will also continue with experts, such as counsellors and Mental Health Support Teams, which can help to inform effective implementation of the Behaviour Policy –[Mental health and behaviour in schools guidance](#).
- Support will also be in place for Early Career Teachers in line with the following publications.
- [Initial Teacher Training \(ITT\) Core Content Framework](#)
- [Early Career Framework \(ECF\)](#)
- Senior Leaders will also consider the following publication:
[National Professional Qualifications](#).

Responsibilities of the Headteacher who is also the Senior Safeguarding Lead

- To ensure a safe and secure environment where all can learn
- To encourage good behaviour and respect for others;
- To secure an acceptable standard of behaviour of pupils;
- To promote, among pupils, self-discipline and proper regard for authority;
- To act swiftly to address all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying)

DFE guidance:

https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

Responsibilities of Governors

- To ensure the school has a behaviour policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures, and government guidance.
- To ensure the behaviour policy is made available to parents on request.
- To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.

- To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management and the recording and reporting of positive and negative behaviour.
- To ensure that staff undertake appropriate behaviour management training.
- To nominate a governor to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher. This is the Chair of Governors-Laura Ingle.
- To review their policies and procedures regularly.

DFE guidance:

https://assets.publishing.service.gov.uk/media/5a8079b4ed915d74e622eaaa/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf

Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)

Our School's culture consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Schools with good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

At St. George's CE Primary School, we implement a graduated approach 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;
- and 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, St. George's CE Primary School will, as far as possible, make reasonable adjustments required to meet the need of a pupil, 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.
- training for staff in understanding different types of SEND..
- Any preventative measure should consider the specific circumstances and requirements of the pupil concerned.

The school will consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

The school will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

School will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to give a consequence to the pupil. In considering this, schools should refer to the [Equality Act 2010 and schools guidance](#).

The school will also consider whether any reasonable adjustments need to be made to the consequence in response to any disability the pupil may have. It is also important for the school to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

What the law allows (DFE guidance)

Teachers can give consequences to pupils whose conduct falls below the standard which could reasonably be expected of them.

Staff can issue consequences any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances if a pupil displays poor behaviour outside of school.

A consequence will be lawful if it satisfies the following three conditions:

- The decision to give a consequence to a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
- The decision to give a consequence to the pupil and the consequence itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In considering whether a consequence is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The headteacher may limit the power to apply particular consequences, or to give consequences to particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment by school staff is illegal in all circumstances.

Supporting pupils following a sanction

Following a consequence, strategies will be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with parents, and the Virtual School Head for looked after children;
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school;
- at St. George's CE Primary School, we have been trained in 'THRIVE' in order to aid and support our pupils in make the correct choices. Staff ensure that they repair any ruptured relationships with the pupil after an incident.
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy; or
- considering whether the support for behaviour management being provided remains appropriate:
- staff within the school have been trained to support pupils with behaviour and discussions may be held with the outside agency (Inclusion Service) to further aid support for pupils. This will be with the permission of parents. These interventions are often part of a wider approach that involves the wellbeing and mental health of the pupil.

The use of reasonable force- (Team Teach)

- Detailed advice is available in **Use of Reasonable Force – advice for school leaders, staff and governing bodies. This will be replace in April 2026 by:**

https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

- There are circumstances, when it is appropriate, for the staff in school to use reasonable force to safeguard children. All members of the Teaching and Teaching Assistant staff have been Team Teach trained. This is updated in line with guidance.
- The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.
- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.
- The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.
- When considering using reasonable force staff will, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Searching, screening and confiscation-what will we confiscate etc

Detailed guidance for schools can be found in Searching, screening and confiscation at school.

mailto:https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. Items which may be searched for are:

- Mobile phones and other mobile devices
- Controlled drugs
- Illegal Drugs (police would be called)
- Items which could be deemed as a weapon (police would be called to assist)
- Alcohol, tobacco, fireworks.
- Inappropriate images and writing
- Stolen items

Parents will be informed before the search and if items are confiscated. Next steps will also be discussed such as referral to Social Care and the Police if necessary. The school will deem all property taken and consequences of pupils having these items extremely seriously, especially if mobile devices have been used to take images on school property. This may lead to suspension and permanent exclusion, especially if images have been shared onto social platforms.

Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting, this may be another classroom. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.

Removal from the classroom should be considered a serious consequence. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, we will consider whether the consequence is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

Removal will be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken

out of the classroom to regulate their emotions because of identified sensory overload as part of a planned response, such as those written in their 'My Plan.' If a pupil is removed they will be supervised by an appropriate member of staff, with appropriate resources and after a period of time, as designated at the time of removal, will be supported in reintegrating back into the class. This will include seeing either the Key Stage lead and or member of the Senior Leadership Team. This action will again need to be recorded on CPOMS so that the school can monitor due process. This may be short sessions to support learning for all or for more serious cases of misbehaviour, up to a day. As a school we wish to support pupils to understand that poor behaviour has consequences which are graduated to the seriousness of the behaviour, rather than immediately initiated fixed term suspensions.

The Headteacher will ensure that they have a full overview of all incidents and that they are logged by staff on school's electronic safeguarding system, CPOMS, so that all behaviour can be monitored. We will collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal. School will make data-based decisions to consider whether frequently removed pupils may benefit from additional and alternative approaches, a pastoral review or investigation by the Special Educational Needs Co-ordinator (SENCo), or whether specific teachers may require more support.

The school will also analyse the collected data to identify patterns relating to pupils sharing any of the protected characteristics and the behaviour policy is not having a disproportionate effect on pupils sharing particular protected characteristics.

When dealing with individual removal cases, the Headteacher and teachers will:

- consider whether any assessment of underlying factors of disruptive behaviour is needed;
- facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- ensure that pupils are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this section;
- ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with; and
- if a pupil has a social worker, including if they have a Child in Need plan from social care, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Suspension and permanent exclusion

'All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. '

Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school consequences and interventions.

The DFE are clear that they trust headteachers to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the DFE guidance found at:

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

See separate policy-Suspensions and Exclusions policy

St George's C of E Primary will follow this guidance in its entirety.

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour (this is word used to describe behaviour by the DFE) outside of the school premises to such an extent as is reasonable. School must ensure that they consult parents.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

If a report of a pupil is given to school concerning a pupil's behaviour out of school it will be considered on an individual basis and next steps may include:

- calling parents
- calling police
- calling the Multi Agency Safeguarding Hub
- informing CEOP (online police)
- Supporting parents to make next steps

Preventing recurrence of misbehaviour

Initial intervention following behavioural incidents

School will adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than

others and this should be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

Schools have a system in place (CPOMS) to ensure relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level consequences, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Examples of interventions schools can consider include:

- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term behaviour report cards or longer-term behaviour plans;
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Initial intervention to address underlying factors leading to misbehaviour should include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The 'graduated response' will be used to assess, plan, deliver (do) and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHCP) Plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

Where school has serious concerns about a pupil's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required (see guidance Working together to safeguard children-

https://assets.publishing.service.gov.uk/media/6849a7b67cba25f610c7db3f/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf

Reintegration

School has a strategy for reintegrating pupils following removal from the classroom, in another setting under off-site direction or following suspension. This may involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies. School will consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

Monitoring and evaluating school behaviour

School has strong and effective systems for data capture, including all components of the behaviour culture (CPOMS). This will be monitored and objectively analysed regularly by the Headteacher, Deputy (SENCO) and Pastoral Lead. School has a clear monitoring and evaluation cycle with engagement from school leaders; doing so assists with reporting on behaviour culture clearly and accurately. Governors will be kept informed via termly headteachers reports on incidents and outcomes. If a pupil is fixed term suspended or excluded then the Chair of Governors will be informed.

At St. George's CE Primary School we collect data from the following sources:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- incidents of searching, screening and confiscation; and
- anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture.

School leaders and staff analyse data with an objective lens and from multiple perspectives: at school level, group level and individual staff and pupil level. School leaders pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice help a school ensure that it is meeting its duties under the Equality Act 2010.

Guidance on specific behaviour issues

Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, school will follow the general safeguarding principles set out in Keeping Children Safe in Education:

https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident will be considered on a case-by-case basis.

School is clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. Schools make clear to all staff, through training, the importance of challenging all inappropriate language and behaviour between pupils.

School will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, pupils who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. KCSIE provides guidance and links to external support for school to access appropriate support for pupils exhibiting sexually inappropriate and/or harmful sexual behaviour.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate.

As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate, such as the MASSH.

Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Schools should be clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where a school suspects a pupil of criminal behaviour online, police, CEOP and the MASSH will be informed

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education. The UK Council for Internet Safety also provides the following guidance,

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. **Parents are responsible for this behaviour.** However, often incidents that occur online will affect the school culture. School will sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school. Parents will be supported by discussions over next appropriate steps.

Mobile phones

At St. George's CE Primary school, we have a strict no mobile phone policy for all pupils and staff-this includes contractors and visitors to the school. Many pupils, especially as they get older, will be walking home and to school, in this instance, parents will need to complete a form (available at the office) to state that they wish their child to have a phone. The pupils will then be allowed to bring their phone to school but it **MUST** be handed into the school office at the beginning of the day (turned off) and picked up at the end of the day on leaving.

Any pupil found with their phone with them during the school day, breaches not only the behaviour policy but also the safeguarding policy and the matter will be taken extremely seriously. Consequences could take the form of parental discussions, confiscation of the

phone and the privilege of bringing the phone to school, denied and in severe case, suspension.

Suspected criminal behaviour

In cases when a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented (using CPOMS), and school will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, school will ensure any further action they take does not interfere with any police action taken. However, school retain the discretion to continue investigations and enforce their own consequences so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in KCSIE, it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

Reports of child-on-child sexual violence and abuse will be reported to the MASSH and guidance taken.

Allegations against staff

All allegations against staff will be dealt with according to the school's safeguarding policy, our care and control policy, complaints policy, Low Levels of Concern Policy and current Government guidance. If a child is found to have made a malicious allegation of abuse against a member of staff, this is a serious matter on which the school should take appropriate disciplinary action

Racist remarks

Dealing with racist incidents:

- Information concerning the incident will be logged on CPOMS
- A meeting/phone call with the parents of all parties will be called as soon as possible to outline the incident and discuss next steps.
- The incident will be dealt with restoratively and support put in place for all parties.
- Support for all will be monitored and recorded on CPOMS.
- If racism is repeated, then further consequences will be taken including exclusion if appropriate.
- All racist incidents will be recorded in accordance with the Local Authority directive.

Bullying

See the school Anti-bullying Policy

RELATED SCHOOL POLICIES

The following school policies are related to the behaviour policy:

Safeguarding Policy

Health and Safety Policy

Anti-Bullying Policy

Safe Use of the Internet Policy

Administering Medicines Policy
 Special Educational Needs Policy
 Code of Conduct for Adults
 Care and Control Policy
 Suspension and permanent Exclusion policy
 Low level of concerns policy

DFE policies:

Links in the main body of the policy.

Appendix 1

Table of behaviour and possible consequences

Rating	What does the behaviour look like	Some possible outcomes
1 This behaviour is great. We would love to see more of it.	Things like: Following rules Using manners Being respectful Doing the work Being kind Being resilient Being safe	All of the following: Feeling good Feeling proud Having others feel proud of me Phone call home/DOJO's Positive relationships Show work to member of SLT. Celebration assembly
2 This behaviour is starting to become a problem	Things like: Disrespectful behaviour Refusing Scribbling/destroying property Breaking school supplies Shouting out	One or more of the following: Loss of own time Making it right-natural consequence Conversation with the class teacher Phone call home by class teacher Hippo Corner-calming toy bag in corner
3 The behaviour is now a problem! Warning-continue to monitor in class	Things like: Arguing with staff Shouting at adults Throwing things Storming out Aggression-verbal and physical Disrespectful Refusal Unkindness to others Encouraging others to be mean	One or more of the following: Told to leave the room Loss of own time Phone call home Senior staff become involved-conversations Internal suspension Conversation with pastoral lead Natural consequences
4 This behaviour is starting to get you into serious trouble-persistent behaviour	Things like: Threatening behaviour Fighting Dangerous behaviour Hurting peers and adults Shouting at teachers/adults Throwing items at people Targeting other children Encouraging other children to be mean	One or more of the following: Fixed term suspension Internal suspension Parent's meeting with a member of the SLT.
5 This behaviour is totally unacceptable and is unsafe for all	Things like: Fighting Damaging property Aggression towards pupils and or staff Dangerous behaviour towards pupils or staff	One or more of the following Fixed term suspension or may lead to permanent exclusion. Meeting with Head and members of the SLT and parents.

and is sustained or are recurring incidents.		
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