

# **Grove Primary School**

## **Behaviour policy and statement of behaviour principles**



**Period: 2025 – 2026**

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## 1. Aims

### **Our Vision:**

At Grove we aspire to create a supportive environment for personal growth and where enquiring minds develop a passion for learning.

### **Our Values are:**

**Respect:** Valuing and appreciating each other within a culture of equality.

**Courage:** Taking considered risks in all, we do, without fear overwhelming us.

**Resilience:** Dealing positively with challenges and change.

**Ambition:** Having high expectations for ourselves and others.

**Empathy:** Seeking to understand and support others.

**Creativity:** Maximising our various talents to fulfil our potential.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour

- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any intimidation, physical or verbal aggressive or threatening behaviour by a group or an individual towards others
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes

- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives, blades or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Fireworks
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Our behaviour policy does not condone any form of bullying, whether physical or verbal abuse or persistent teasing. Any parent who suspects that their child may be a victim of any kind of bullying should contact the class teacher as soon as they have a concern.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

## 5. Roles and responsibilities

### 5.1 The Local Committee

The local committee is responsible for monitoring this behaviour policy's effectiveness and holding the Executive Headteacher and Head of School to account for its implementation.

### 5.2 The Executive Headteacher and Deputy Headteacher

The Executive Headteacher and Deputy Headteacher are responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### 5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly when a child is demonstrating persistent misbehaviour (see appendix 6 for a behaviour record form)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### 5.4 Parents and carers

Parents and carers, where possible, should:

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

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

### 5.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with reminders of appropriate behaviour wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## 6. School behaviour curriculum

We have clear, positive behaviour management strategies that all our staff follow to ensure that our expectations regarding children's behaviour is met and rules are followed.

Pupils are expected to:

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

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

### Grove Headline School Rules

Listen to and do as all school staff ask you.

Have kind hands, feet and mouths.

Keep objects to yourself.

- Each class, at the beginning of the school year, will develop their own class charter based in line with the headline school rules and the school's core values.
- We develop and foster children's **emotional intelligence** and **conflict resolution skills** and foster their sense of responsibility for themselves and others through our PSHE curriculum and school ethos.
- The behaviour ladder is used to reinforce positive behaviour and to correct misbehaviour. It is presented visually with symbols from Early Years to Year 3: pot of gold, rainbow, sun and cloud. All children should start on the sun and can be rewarded for good behaviour by being moved to the rainbow or pot of gold. Misbehaviour can lead to children being moved on to the cloud. With 'thinking time' and further consequences if their behaviour does not improve. See appendix 1, 2 and 3.
- We teach the Zones of Regulation to pupils in Early Years onwards to help them learn about their emotions and how to regulate them. Appendix 4.
- Mindful brain breaks occur at least three times a day usually after a transition time, this is a 2-3 minute time of quiet relaxation during which the children are encouraged to clear their minds and give their brains a rest, so they are calm and ready to learn. This also supports transition points.
- We ensure that rewards and sanctions are agreed and used fairly and consistently by all adults in school.
- Clear steps in Behaviour Management policy set out the levels of sanctions and linked actions to be taken when children infringe the behaviour policy (Appendix 7, Behaviour Action Triangle).

- When children's behaviour falls consistently below the expected norms, their teacher will make an in-depth analysis of the possible reasons and develop strategies to support the child in changing their behaviour (Appendix 5 -ABC observation form and Appendix 6 Behaviour Record form).
- We ensure that a consistent approach to monitoring behaviour is adhered to and significant behaviour incidents are recorded on My Concern digitally.

Staff will refrain from physically restraining a child. However, the requirement to use reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The school will adhere to the DfE documentation Use of Reasonable Force in Schools (2013). All incidences where reasonable force has been used will be recorded on My Concern and discussed with the Executive Headteacher, Head of School and parents/carers concerned

## 6.1 Mobile phones

Pupils in years 5 & 6 only are permitted to bring mobile phones into school (to support independent travel).

Pupils must turn their phones off within the school.

Pupils are not permitted to turn their phones on to share with others, to take photographs, or film while on school site. The only exception to this is when sharing evidence with the senior leadership team.

Only pupil's requiring access to a phone for medical reasons (e.g. to manage a diabetes pump) will be permitted to have their phone on during the day.

They must hand their phone to their class teacher who will store their phones and return them at the end of the day.

The school will not be liable for any loss or damage to phones while on school property.

## 7. Responding to behaviour

### 7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the class charters.
- Display a visual timetable.
- Develop a positive relationship with pupils, which include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Model expected behaviour
  - Highlighting and promoting good behaviour
  - Using positive praise of individuals to motivate
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption



- Using positive reinforcement
- Use rewards to acknowledge successes
- Being fully informed and responsive to special educational needs of children
- Phrase correction positively

## 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information;  
<https://dkh.org.uk/wp-content/uploads/2022/11/DKH-Safeguarding-Policy.pdf>

## 7.3 Responding to good behaviour

When a pupil's behaviour meets, or goes above and beyond, the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise.
- Communicating praise to parents/carers.
- Whole school – Golden Globes: school staff can award a golden globe to class they do not directly teach. Once a class collects 24 globes they received a pre-negotiated reward.
- Certificates linked to school values are presented in our weekly 'Star of the Week' assembly and further celebrated in the newsletter.
- Special Achievement Awards assemblies with a certificate and prize at the end of term.
- Head Teacher Award to acknowledge excellence.
- Kindness Award to celebrate empathetic behaviour in the playground.
- Positions of responsibility e.g. school council, art, gardening, science ambassadors, digital leaders.

## 7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. (See appendix 1, 2 and 3.)

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. (Appendix 3- scripted conversations)

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. (Appendix 7 -Behaviour action triangle)

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil on a behaviour plan involving the SENDCO and or SLT
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness (Appendix 7 -Behaviour action triangle).

## **7.5 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

- Be recorded and reported to parents/carers (see appendix 9 Physical Intervention form).

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. (Appendix 8 – Behaviour de-escalation chart).

## 7.6 Confiscation and searching

Confiscation and searching is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

### Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Executive Headteacher or Head of School, or by the Executive Headteacher or Head of School themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search with or without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Executive Headteacher or Head of School, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will 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.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”

- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Executive Headteacher, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions such as bags.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Trays
- Bags
- Coat pockets

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system – My concern.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

## **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **7.7 Off-site misbehaviour**

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

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

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

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## **7.8 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## **7.9 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Executive Headteacher or Deputy Headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## 7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

## 7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils. <https://dkh.org.uk/wp-content/uploads/2022/11/DKH-Safeguarding-Policy.pdf>

## 8. Serious sanctions

### 8.1 Detention

All teachers and teaching assistants can deliver pupil detentions during the school day. Members of the Senior Leadership team can also deliver detentions after school.

Pupils can be issued with detentions during break, lunch times and after school during term time.

The school will decide whether it is necessary to inform the pupil's parents/carers. Parents/carers will be informed of any detentions after school.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

## **8.2 Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a learning mentor or member of the Senior Leadership Team and will be removed until the child is ready and able to reintegrate back into the classroom.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Executive Headteacher or Deputy Headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child was removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Targets and Reward charts
- Individual workstation or desk
- Learning mentor support
- Use of teaching assistant support
- Short-term behaviour plans
- Long-term behaviour plans
- Summer House Support Unit
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on My Concern.

### 8.3 Suspension and permanent exclusion

The school 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 sanctions and interventions.

The decision to suspend or exclude will be made by the Executive Headteacher or Deputy Headteacher and only as a last resort.

Please refer to our suspensions and exclusions policy for more information: <https://dkh.org.uk/wp-content/uploads/2023/12/Suspension-and-Permanent-Exclusion-Policy.pdf>

## 9. Responding to misbehaviour from pupils with SEND

### 9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds 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.
- Use of separation spaces (sensory room).
- Use of a calm down box.
- Use of ear defenders for children who are overwhelmed by sound.
- Time limited engagements or acclimatisation to activities that may be overwhelming.
- Use of timers to support transitions.
- Use of visual aids, now and next boards or visual timetables.
- Use of individual workstations or desks.
- Training for staff in understanding SEND conditions that affect behaviour e.g. autism, ADHD, sensory processing.



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

The school will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

The school will take into account:

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

We will try and understand the underlying causes of behaviour and whether additional support is needed. Having special educational needs that increases the likelihood of physical aggression does not necessarily mean that a disabled child will be exempt from sanction.

## **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

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

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

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

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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

# **10. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

Reintegration meetings

Personalised behaviour targets

Daily contact with a learning mentor

# **11. Pupil transition**

## **11.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

## **11.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## 12. Training

As part of their induction process, our staff are expected to read and follow this behaviour policy and are provided with training on managing behaviour, which may include training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Behaviour management will also form part of continuing professional development.
- Understanding and knowledge of trauma.

## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every the Executive Headteacher or Head of School.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.


### 13.2 Monitoring this policy

This behaviour policy will be reviewed by the Head of School and full local committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of the Local Committee – Liam Wardley.

## 14. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and exclusions policy

- Child protection and safeguarding policy
  - Anti-bullying policy
  - Online safety policy
  - SEND Information Report
- 

## APPENDIX 1 – Behaviour Ladder

The behaviour ladder is used to reinforce positive behaviour and to correct misbehaviour within class. It is presented visually with symbols from Early Years to Year 3: Pot of Gold, Rainbow, sun, cloud. All children should start on the sun and can be rewarded for good behaviour by being moved to the rainbow or pot of gold. Misbehaviour can lead to children being moved on to the cloud. The child should then be encouraged to repair their behaviour enabling them to move on to the sun again. When on the cloud they should be given 'thinking time' to reflect and change their behaviour for 2-5 minutes in their own. If, however the behaviour persists they should then be sent for thinking time in a parallel class. If behaviour is of an appropriate severity that it is preventing others from learning they may be sent to the leadership team.



Show off time!  
Visit SLT or a class teacher



Fantastic behaviour  
and learning



Everyone happy and  
focussed on learning







Thinking time in class  
to reflect

## APPENDIX 2 – TIME TO REFLECT

NAME		CLASS	
DATE		TIME	

Name: ..... Class: .....

Date: ..... Time: .....

WHAT DID I DO? WHY DID I DO IT?	WHAT RULE DID I BREAK?
	
WHAT COULD I HAVE DONE DIFFERENTLY?	WHAT CAN I DO TO MAKE IT BETTER?
	

## APPENDIX 3 - SCRIPTED CONVERSATIONS

### FOR CONFLICT RESOLUTION

Acknowledge both children's feelings individually.

"You look upset/angry. Your amygdala is flooding"

"Choose a strategy to calm down" (Present calm down box of toys or offer a strategy e.g sitting away from each other.)

Once the children have calmed down.

"I'm so glad you have calmed down your pre-frontal cortex can now help you to think and make good choices."

Ask "What was the problem?" (to each child in turn).

"So as I understand it he.....

You..... is that correct?"

"Can you use your thinking brain to solve the problem?"

(Listen to the children's solutions, mediate regarding the consequence.)

"Do you like each other's solutions? Do you think they are fair?"

"Well done for helping solve this problem. You can come and check in with me if something goes wrong".

### FOR ZONES OF REGULATION

"How are you feeling? Which zone is that?"

"What can you do to get to the green zone?"

"Can you get there on your own or do you need help?"

"Is there a useful strategy in the 'toolbox'?"

"Which part of your brain was affected?"

Restorative Justice Questions	
To the wrongdoer	To the person harmed
Tell me what happened?	Tell me what happened?
What were you thinking at the time?	What did you think when it happened?
What do you think about it now?	What have you thought about since?
Who has been affected by this? In what way?	How has it affected you?
What do you need to do about it?	What's been the worst thing for you?
How can we make sure that this does not happen again?	What's needed to make things right?
What can I do to help you?	How can we make things right?

## APPENDIX 4 – ZONES OF REGULATION


Children need to learn to understand and manage their emotions. One approach we use to do this is the Zones of Regulation.

Zones of regulation is a cognitive behaviour approach used to teach children to self-regulate (to manage their impulses, anger and emotional self.) Children are taught that the first step to self-regulation, is identifying how your body and brain feels. There are 4 zones that help us with this. These are called the Zones of Regulation:

### HOW DOES MY BRAIN FEEL?

#### Blue Zone Feelings

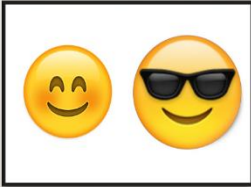
- Sad
- Hurt
- Tired
- Bored
- Sleepy
- Sick
- Lonely



### GREEN ZONE – READY TO LEARN

We are expected to be in the green zone when we are learning. It is when our brains and bodies are relaxed and focused.

- Calm
- Ready to learn
- Focused
- Happy

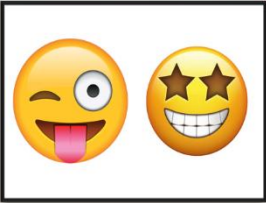


### YELLOW ZONE

DURING TIMES SUCH AS BREAK, LUNCH AND SCHOOL SOCIAL EVENTS.

My brain feels:


- Surprised
- Excited
- Silly
- Frustrated
- Competitive
- Annoyed



### RED ZONE

WHEN WE ARE AT SCHOOL THE RED ZONE IS NEVER EXPECTED

- Terrified
- Angry
- Aggressive
- Out of control



Once children can identify the Zone that they are experiencing they are taught to find solutions to manage their emotions:

### ALERTING (BLUE TO GREEN)

- Yoga stretches
- Jumping jacks
- Body wake up –hand massage, exercise ball (if recommended by a therapist)
- Take a supervised walk with an adult
- Get a drink

### CALMING (YELLOW/RED TO GREEN)

- Deep breathing
- Take a break/time out
- Blow bubbles
- Calming music
- Talk to an adult
- Fidget toys at desk

Each class contains a range of sensory/calming items to help children to manage and calm when agitated.

## APPENDIX 5 - GROVE ABC Behaviour Chart

Student:			Class:	
Observed by	Date Time and Place	Antecedent	Behaviour	Consequence
<b>Evaluation</b>				
<b>Plan</b>				



## APPENDIX 6 Behaviour Record Form

Child:				Class:				Week Starting:				Adult completing:		
DAY	8.55-9.30	9.30-10.00	10.00-10:15 Assembly	10:15-10:45 KS1 Break	10:45-11:15	11:15-11:30 KS2 break	11.30-12.00	12:00-12:30 KS1 lunch	12:30-1:00 KS1 Lunch	1:00-1:30 KS2lunch	1:30-2:00 KS2 lunch	2:00-2:30 KS1 play	2:30-3:00	3:00-3:30 Prep for home time
MONDAY														
TUESDAY														
WEDNESDAY														
THURSDAY														
FRIDAY														

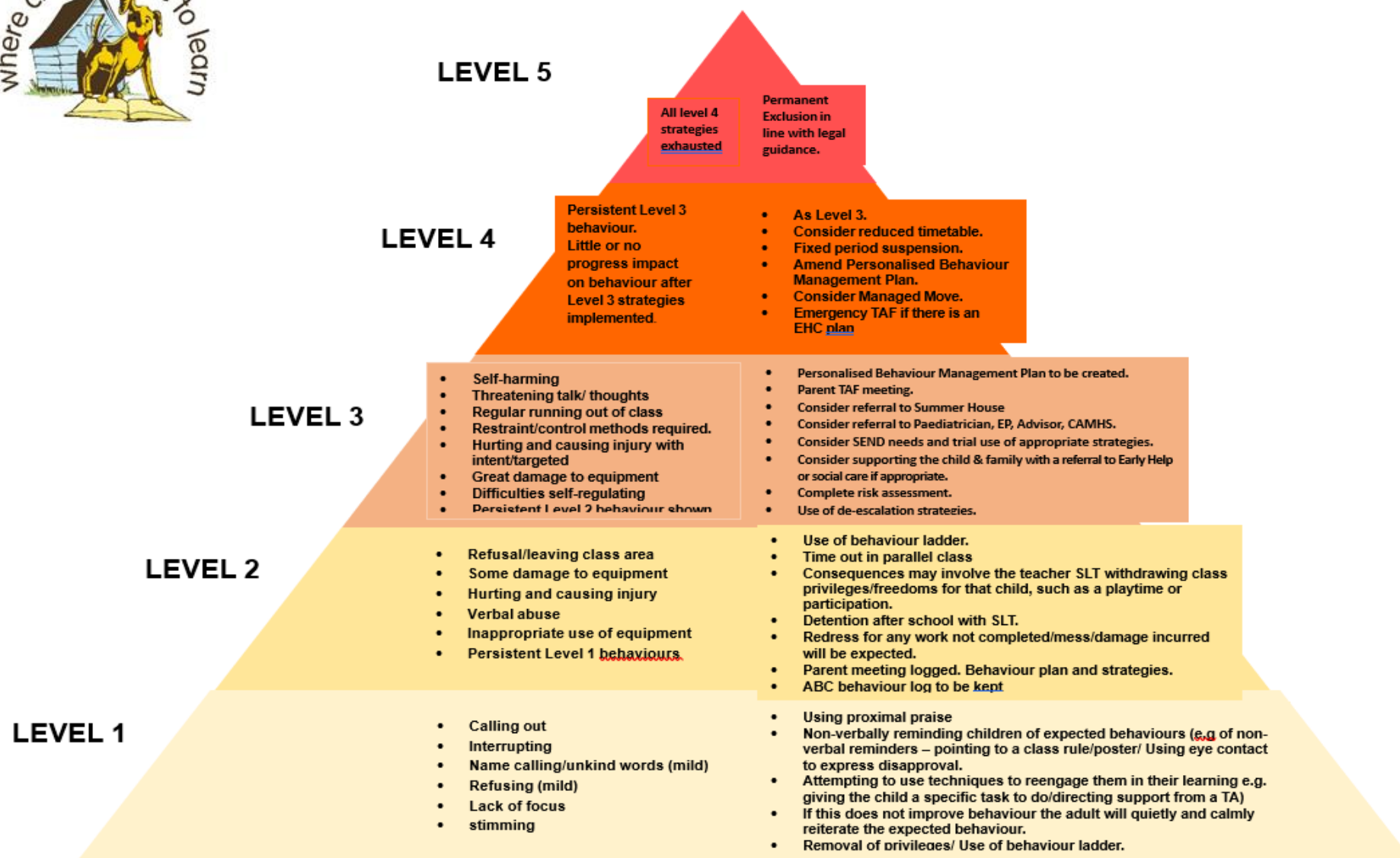
### KEY:

Please put 'C' for child or 'A' for adult where appropriate.

H – Hit	SI – Slap	CI – Climb	SH – Caused self-harm	TI-tactical ignoring	CD – Calming Down/Self-regulating
P – Punch	Sp – Spit	RC – Ran out of class	B – Bite	A – Adapted task to engage	OT – 'On task'
K – Kick	N – Neck hold	RG – Ran in grounds	L – Lick	AM – Alternative Methods used	VP – verbal praise
KO – Kick out	VA – Verbal abuse	OF – 'Off task'	HP – Hair pulled	LC- limited choice	IR – Individual reward achievement
Sc – Scratch	TB – Threatening behaviour	E – Equipment/furniture used	U - Urinated		RT- Reward time

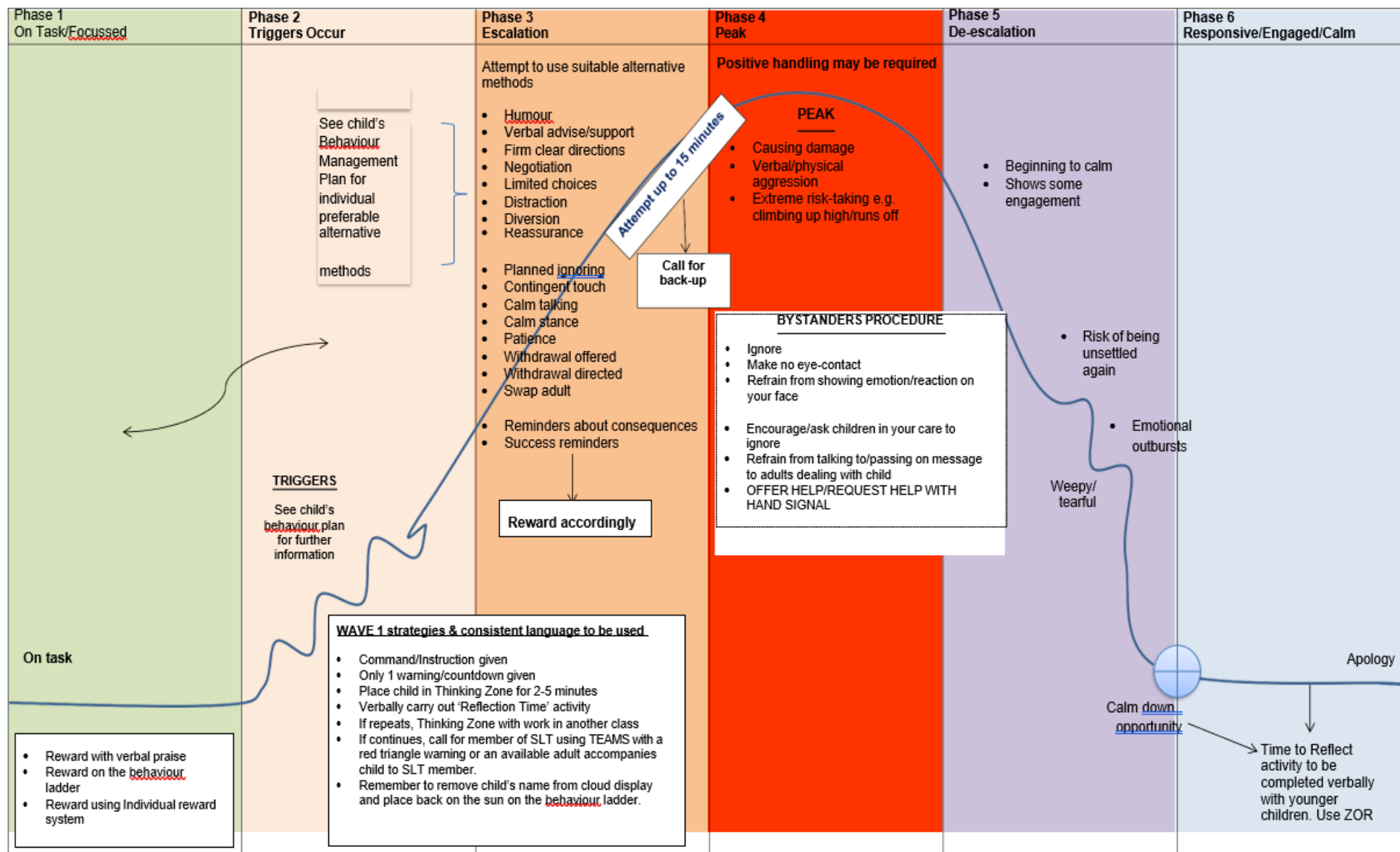


## GROVE Behaviour Action



# APPENDIX 8

## RPS Behaviour De-escalation Chart



## APPENDIX 9 – Physical Intervention Recording Form

Child's name:

Child:	Class:	Date:
Staff Present:	Children present:	
Staff using physical intervention:		Time held:
Location:		
<p>Situation leading to physical intervention including methods used to de-escalate:</p> <p>(verbal advice and support, clear directions, reward reminders, time limits, negotiations, limited choices, distractions, diversions, calm talking, change of adult, reassurance, humour)</p>		
<p>Dynamic risk assessment:</p> <p>(What was the risk to property, children, adults to self)</p>		
Description of physical intervention used:		
Child's view:		
Outcome:		
Person completing form:		Date:
Deputy Headteacher/Executive Head Teacher signature		Date:

## APPENDIX 10 – Behaviour Risk Assessment

Child:	
School:	Dog Kennel Hill Primary School
Location:	Dog Kennel Hill Primary School, London SE22 8AB
Class:	
Assessment Date:	
Review Date:	
Assessor(s)	

### GROVE ACTIVITY RISK ASSESSMENT

Severity of injury:  
 1=Slightly harmful – Cuts, abrasions, bruising  
 2=Harmful – Fractures, dislocations  
 3=Extremely harmful – Fatality, long term injuries/illness

Likelihood:  
 1=Highly unlikely – Has not occurred before, feasible but unlikely  
 2=Unlikely – Has occurred previously  
 3=Likely – Is likely to occur

Risk Level Estimator	Slightly Harmful	Harmful	Extremely Harmful
Highly Unlikely	Trivial Risk (1)	Tolerable Risk (2)	Moderate Risk (3)
Unlikely	Tolerable Risk (2)	Moderate Risk (4)	Substantial Risk (6)
Likely	Moderate Risk (3)	Substantial Risk (6)	Intolerable Risk (9)

High Risk	Moderate Risk	Low Risk
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### Context:

TASK OR ACTIVITY	HAZARD	PEOPLE AFFECTED	PRESENT CONTROLS	SEVERITY (1-3)  A	LIKELIHOOD (1-3)  B	RISK RATING LEVEL  A x B	REVISED CONTROLS to further reduce risks
	Physical aggression towards other students		<p>Student staff ratios are suitable including a SSA who prevents harm to other children</p> <p>The student is removed from the general school population during playtimes to prevent a</p>				

			reoccurrence of physical aggression towards others				
	Physical aggression towards staff		<p>Personal behaviour support plan in place, communicated with all relevant staff</p> <p>Teacher/support staff have an understanding of students social and emotional needs and are aware of the strategies and provision to meet her needs</p> <p>TA is experienced and receives regular training and updates in core skills including behaviour management, restraint techniques, emergency procedures etc.</p> <p>Use of 10 minutes sandtimer to allow to self-regulate</p> <p>Access to personal calm down kit</p> <p>Zones of regulation</p> <p>Class visual timetable</p>				

			Adult support from TA, where necessary				
	Student disrupts class activities including throwing furniture		<p>Parent to communicate with class teacher in the morning if there are any changes or potential issues that may cause student to dysregulated when on arrival to school</p> <p>All relevant staff to be aware and familiar with the triggers, strategies from the personal behaviour support plan, see attached.</p> <p>The student is supervised on a one to one basis</p> <p>The student is removed from the class if required</p> <p>The students parents have been consulted to implement a suitable care plan</p>				
	Student activates the fire alarm resulting in regular whole school evacuation		<p>The student is supervised on a one to one basis where practical to prevent such issues</p> <p>Staff are trained to fully evacuate the buildings if the full alarm is activated, even if they believe</p>				

			there has been a malicious activation				
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### GROVE TASK or ACTIVITY - RISK ASSESSMENT

#### SUMMARY OF ACTIONS REQUIRED, RESPONSIBILITY AND TIMESCALES

From the identified risk level action must be taken as follows:

RISK LEVEL	ACTION AND TIMESCALE
<b>TRIVIAL(1)</b>	No action required. Does not need to be recorded.
<b>TOLERABLE (2)</b>	No additional controls are required. However additional control measures may be introduced to improve safety.
<b>MODERATE (3-4)</b>	Action is needed within 6 months to reduce the risk.
<b>SUBSTANTIAL (6)</b>	Work should not be started until the risk has been reduced. Action should be taken immediately where the risk involves work in progress.
<b>INTOLERABLE (9)</b>	Work should not be started or continued until the risk has been reduced.



The box below should be completed if any risks are identified that require additional controls or actions. The risk should be clearly identified, the required actions/controls outlined and the person responsible for the implementation of the required actions/controls named and appropriate timescales allocated to each action

<b>RISK</b>	<b>Risk level</b>	<b>Action Required</b>	<b>Responsibility</b>	<b>Timescale</b>

The Assessor(s) and responsible Manager must sign and date the form below on each review and copies of all assessments shared with staff and records maintained.

<b>Name:</b>	<b>Signed</b>	<b>Designation/ Role</b>	<b>Date:</b>