

# Behaviour Policy and Statement of Behaviour Principles

**The Mary Bassett Lower School**



Approved by: Governing Body

Last reviewed on: November 2025

## Contents

1. Aims
  2. Legislation, statutory requirements and statutory guidance
  3. Definitions
  4. Bullying
  5. Roles and responsibilities
  6. School behaviour curriculum
  7. Responding to behaviour
  8. Serious sanctions
  9. Responding to misbehaviour from pupils with SEND
  10. Supporting pupils following a sanction
  11. Pupil transition
  12. Training
  13. Monitoring arrangements
  14. Links with other policies
- Appendix 1: written statement of behaviour principles
- Appendix 2: behaviour log

## Philosophy

At The Mary Bassett Lower School our aim is to provide a calm, safe, supportive place where staff, pupils and parents and carers feel valued for their individual contribution. We believe that children should know, understand and agree with the school's expectations for behaviour. They should know the positive consequences of meeting expectations and the negative consequences of failing to meet them.

As a whole school we recognise and agree on the importance of good, orderly and considerate behaviour. It is this good behaviour that will enable the children to maximise on the learning opportunities available to them.

The school has adopted a no-blame culture, where children are empowered to recognise that they have made a mistake and it is their responsibility to 'put it right.' This ethos is promoted by the whole school following a restorative approach to conflict. The whole staff is trained in Restorative Approaches.

## 1. Aims

This policy aims to:

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

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

## 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 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010 - updated 2014](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

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

## 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
- Verbal rudeness
- Impoliteness

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour

- 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 or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
- 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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <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)

TYPE OF BULLYING	DEFINITION
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 or gaming sites

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 Governing Body

The Governing Body is responsible for:

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

### 5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### 5.3 Teachers and staff

Staff are responsible for:

- Creating a calm, safe and supportive 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 their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents in the Class Purple Folder (see appendix 3 for a behaviour log)
- 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, whilst 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 pastoral support that is available to them to help them meet the behavioural standards

Children are encouraged to respect and value each other regardless of race, religion, gender, ability, sexuality or disability. Any form of bullying or racial harassment will not be tolerated.

All children are actively encouraged to appreciate, respect and care for the school environment and value their surroundings. Policies and practices are in place to help pupils develop safe behaviours when using technology and the internet.

All children are expected to use appropriate language in all situations, to be polite, courteous, and caring to each other and to all people who work in or visit the school. Children should always be encouraged,

and given the opportunity to talk about anything that may be worrying them or that has caused their behaviour to alter.

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**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Engage with Restorative Approaches to reach a solution
- 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.

### **6.1 Mobile phones**

Pupils are not allowed to have mobile phones with them on-site

## **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 behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh

- Having a plan for dealing with low-level disruption
- Using positive reinforcement

## 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 Services is appropriate.

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

## 7.3 Responding to good behaviour

In order that pupils can make informed decisions about the way they behave The Mary Bassett Lower School has identified clear behavioural expectations and extensive use should be made of positive reinforcement (i.e. rewards) in the following way.

The school believes that praise should not be used to form habits of extrinsic reward for pupils. We believe that children need the opportunity to feel the satisfaction that comes from working hard without the draw or motive of an external reward. This approach is in line with a *Growth Mindset* mentality, which aims to praise the effort children make and not simply the right outcome. This way praise and reward is used to fairly celebrate children's relative achievements, encouraging them to be ambitious about their personal potential.

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.

Praise can be given in many ways and might include some of the following:

- Verbal praise (praising children who are behaving well usually has a positive effect on those who are not),
- A written comment or picture symbol (such as a smiley face),
- Praise feedback as part of the marking policy,
- A sticker or stamp,
- A visit to another member of senior staff,
- A Golden Ticket (3 Golden Tickets are rewarded with a RAINBOW BADGE on a Friday celebration assembly.) Golden Tickets can be awarded for exceptional work, behaviour or effort. Once three tickets have been collected, pupils earn a RAINBOW BADGE, part of a series of eight badges to reward recognition of ongoing commitment to values and effort with learning.
- Stars of the Week - A weekly award for a child from each class who has demonstrated exemplary conduct, effort, attainment or achievement or an attempt to significantly improve any of the above. They are awarded the Certificate during assembly and they earn the privilege to sit on the class chair during assembly.
- Skills Builder Certificates. These are given weekly to nominated children who demonstrate effective skills from the Skills Builder Programme. This programme supports life long skills that support learning in school and longer term. These are: Speaking, Listening, Problem Solving, Staying Positive, Creativity, Leadership, Teamwork, Aiming High

The school uses a Dojo point system to reward children for positive and valued behaviours. Children can collect points and when 200 have been awarded they are presented with a book of their choice. See Appendix 4

## 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.

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

They will:

- Create and maintain a calm, safe and stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct and their own classroom rules/charter
- Develop a positive relationship with pupils, which may include:
  - Greet pupils in the morning/at the start of lessons
  - Establish clear routines
  - Communicate expectations of behaviour in ways other than verbally
  - Highlight and promote good behaviour
  - Conclude the day positively and starting the next day afresh
  - Have strategies for dealing with low-level disruption
  - Use positive reinforcement

### Restorative approaches

Where appropriate, when a child demonstrates behaviour that does not comply with 'The Mary Bassett Way,' they will be reminded of their conduct and given the opportunity to change their actions. Children that breach the code of conduct will take part in a restorative meeting, where they reflect on their actions, how they were thinking and feeling, who has been affected and what they need to do to make it better. This meeting is usually facilitated with both the perpetrator and the victim. An agreed outcome is then discussed and the facilitator ensures that all parties are happy with the outcome. 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.

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
- Time out for reflection within the classroom
- Time out for reflection in the parallel classroom
- Expecting work to be completed at break or lunchtime
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- 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.

Examples of minor discipline problems

- Pupils talking out of turn.
- Hindering other pupils.
- Making unnecessary (non-verbal) noise.
- Disrupting others.
- Work avoidance.
- Showing a lack of concern for others.
- Unruliness whilst waiting or playing.
- Running in corridors and between school buildings

#### Serious behaviour issues

- Persistent recurrence of any 'minor discipline' problems, i.e. if sanctions have failed.
- Verbal abuse.
- Any form of physical abuse/aggression.
- Threatening behaviour
- Breaking the safety rules.
- Any form of bullying (see Anti-Bullying Policy).
- Damaging property/resources.
- Leaving the school premises without permission.

#### Classroom sanctions

Children are always supervised by staff, but staff need to be aware of potential problem areas such as toilets and cloakrooms. Sanctions should be seen as being consistent and fair and should reflect the degree of disapproval and seriousness of the incident.

It is important for all staff to remember to direct the displeasure at the behaviour and not at the child personally.

There is a clear structure for recording behaviour concerns, with the focus on pupils taking responsibility for their choices and correcting behaviours accordingly.

Low level disruption incidents are recorded in the Class Purple Folder. These should be given to the AHTs each week to support monitoring for patterns of behaviour [See Appendix 2](#).

The school also makes use of a Yellow and Red Card system as a visual for the level of concern for a pupil's behaviour. The incidents for these are reported on the Edaware reporting system. The senior leadership team (SLT) monitors the issuing of yellow and red cards so that additional support can be reviewed and offered. Class staff are responsible for logging the triggers and initial behaviours of a yellow and red card behaviour incident on CPOMs so that actions by SLT can be added. [See Appendix 3](#)

The issuing of a Red Card is for serious breaches of the behaviour policy such as deliberately hurting a peer or adult, damaging property, discrimination, acting unsafely and bullying behaviour. A red card behaviour incident must always be referred to the SLT, and a child is removed from the classroom. Parents are informed on the same day of a red card behaviour incident. The amount of time out of class for a red card is assessed on a case by case basis.

The school uses an orange and red card system for unstructured times on the playground and field. An Orange Card is used by staff to report repetitive breaches of safe playtime behaviours. This follows support to change behaviours by using reminders. All Orange Card incidents involving another peer results in the use of restorative approaches for a solution before the next playtime. Orange cards issued are given to the SLT to support monitoring for friendship issues, social skills and emotional regulation support. [See Appendix 4](#)

Pupils will be given the opportunity each time mistakes are made to start afresh. Ongoing behaviour concerns will be monitored closely using adult support, interventions and/or a daily report/behaviour log. We will keep communicating with Parents and Carers about progress being made and to discuss next steps.

We may make use of a short period of isolation in response to serious or persistent breaches of this policy. Pupils may be sent to another calm place to work during lessons if they are disruptive, and they will be expected to complete the same work as they would in class or work with a member of staff to reflect on the situation, if they are ready. This is not defined as 'Exclusion', which is defined fully in Section 10 of this policy.

The school does not use after school detentions as a sanction.

## 7.5 Reasonable force

Any use of necessary reasonable force by staff is conducted with due regard to the DfE guidance for the Use of Reasonable Force in Schools 2015 which covers a range of interventions that involve appropriate and necessary 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

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.

## 7.6 Confiscation, searches, screening

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

### Confiscation

Any prohibited items 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 policies that support discipline. These items will be returned to pupils after discussion with senior leaders and parents, 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 headteacher, or by the headteacher themselves.

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

### **Searching pupils' possessions**

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

- Bags

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 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.

### **Informing parents**

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents 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 if pastoral support, an early help intervention or a referral to Children's Services 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 report the incident to the Multi Agency Safeguarding Hub (MASH) in the first instance. This is due to the age of the children at Mary Bassett.

If a decision is made by MASH to report the matter to the police, the headteacher/member of SLT/DSL will make the report.

## 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 Services

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 Services may be appropriate.

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

## **8. Serious sanctions**

### **8.1 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. This is always used for the issuing of a Red Card.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that 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 member of the Senior Leadership Team, and will be removed for a maximum of 1 day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the 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 will be informed on the same day that their child is removed from the classroom.

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

- Support from the pastoral support teaching assistant
- Use of teaching assistants in class
- Individual behaviour management plans
- Multi-agency assessment referrals

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 in the behaviour log. This will recognise the internal exclusion from the main classroom

### **8.2 Suspension and permanent exclusions**

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 headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

## **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 causing any substantial disadvantage to a disabled pupil 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.

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

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the 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 to create the plan and review it on a regular basis.

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

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. The school Pastoral manager supports pupils to understand the consequences of any behaviour incidents as well as how to prevent a repetition.

## **11. Pupil transition**

### **11.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by explaining 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 related 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 provided with regular support on managing behaviour.

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Incidents of Use of Reasonable Force

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and Full Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Full Governing body annually.

## **14. Links with other policies**

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy



## Appendix 1: written statement of behaviour principles

### The Mary Bassett Lower School - Governors' Statement of Behaviour Principles **[reviewed November 2024]**

#### Introduction

Section 88 of the Education and Inspections Act 2006 requires the Governing Body of The Mary Bassett Lower School to make a written statement of general principles to which the Headteacher should have regard when determining the school's Behaviour Policy.

This Statement of Behaviour Principles has been prepared by the Governing Body following consultation with the Headteacher, school staff, parents and pupils to ensure that the principles are both relevant and appropriate for the standard of behaviour expected in the school. It will be reviewed regularly to take account of any legislative or other changes that may affect its content or relevance.

The result of the consultation has been undertaken with the children. They say that for them the following are good behaviours:-

'Class should be a special and happy place'  
'Everyone should work as a team'  
'Peace and quiet and calm place'  
'A very safe space'  
'Adults help with my learning'  
'Enjoy challenging learning'  
'Keep to agreed volume level'  
'Sensible fun not silly fun'  
'Tidy up areas I use'

The governors endorse this positive attitude to behaviour.

#### **Principles**

##### Right to Feel Safe

All pupils, parents/carers, staff, governors and visitors have the right to feel safe at all times. The Governing Body expects that all members of the school community will behave responsibly and treat each other with respect.

Children have the right to be protected from inappropriate material through online programmes. We expect the school to have relevant policies and practices in place to enable children to use technology safely and appropriately. Implementation of such policies to be evidenced.

##### High Standards of Behaviour

The Governing Body believes that good behaviour by parents, carers, staff, governors and visitors will enable children to maximise the learning opportunities available to them and enable those learning experiences to take place effectively.

Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach. The Governing Body expects high standards of behaviour during the school day. This will have a positive effect on the lives and behaviour of children outside of school and enable them to become effective citizens.

### Inclusivity and Equality

The Mary Bassett Lower School prides itself on being an inclusive school which expects equality and valuing of the individual. The Governing Body expects that all members of the school community should be free from discrimination, harassment and bullying. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

### The Mary Bassett Way

'The Mary Bassett Way' is a whole school expectation of good behaviour. It is the school's approach to behaviour, celebrates human values and is adopted by all children and staff and governors.

### Rewards and Sanctions

In relation to pupils, the Governing Body expects the Behaviour Policy to set out a range of clearly defined rewards and sanctions. Extensive use should be made of positive reinforcement with respect to both behaviour and achievement. Sanctions should be seen as being consistent and fair and should reflect the degree of disapproval and seriousness of the incident.

The Governing Body believes that food should not be used as a reward.

The Governing Body expects exclusions, particularly those that are permanent, to be used only as a very last resort.

### Home/School Agreement

The Governing Body believes that it is important that the school works effectively with parents and carers to achieve excellent behaviour of pupils. The school will develop a suitable way to communicate expectations so that the school and parents/carers can work in partnership to support the children in achieving consistently good behaviour, which leads to effective learning.

The relevant responsibilities of children, parents/carers and all school staff with respect to their and their children's behaviour should be outlined in such a way that it is not judgemental and encourages collaboration.

### The Use of Reasonable Force or Other Physical Contact

The Governors expect the Behaviour Policy/ Use of Reasonable Force Policy to clearly outline the circumstances where staff may use reasonable force and other physical contact. At all times the use of force

should be a last resort but governors agree it may be used in the following circumstances (see Section 93 of the Education and Inspections Act 2006):

- To prevent pupils from hurting themselves or others:
- To prevent pupils from causing damage to property:
- To prevent pupils from prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The Governors expect that 'authorised' staff are appropriately trained in the use of reasonable force and restraint and that all staff are given training on de-escalation and behaviour management techniques.

There is a statutory duty to record and report all significant incidents including all use of force.

Where a risk has been identified an individual pupil 'Behaviour Management Plan' may specify a particular physical intervention technique for the pupil concerned.

The Governing Body believes that there are times when physical contact with a pupil is proper and necessary.

#### The Power to Discipline Beyond the School Gate

The Governing Body believes that poor behaviour of pupils or bullying of pupils, (including inappropriate behaviour of adults towards pupils), which is witnessed outside of school, will be addressed by the school. It is expected that the procedures for this will be outlined in the school's Behaviour Policy. The Governing Body believes that there should be no difference in standards of behaviour whilst children are on a school trip. Behaviour on school trips will be rewarded or sanctioned in accordance with the school's Behaviour Policy.

#### Pastoral Care for School Staff

The Behaviour Policy must include details of how the school will respond to an allegation against a member of staff. The Governors would not expect automatic suspension of a member of staff who has been accused of misconduct, pending an investigation. The Governors would, however, expect the Headteacher to draw on and follow the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. In addition, the Behaviour Policy should set out the disciplinary action that will be taken against children who are found to have made malicious accusations against school staff.

#### Screening and Searching Pupils

It is expected that, given the age of the pupils at The Mary Bassett School, this power will rarely, if ever, need to be used. However, the DfE expects the Governing Body to consider the circumstances in which such a power should be implemented.

The Governing Body expects that the Headteacher should clearly set out in the school rules and Behaviour Policy a list of items which children should not bring into school.

The Governing Body expects the Headteacher to clearly state in the Behaviour Policy the circumstances in which a pupil can be searched for the banned items, taking into account the guidance set out in the DfE Guidance: Searching, Screening and Confiscation February 2014.

When to consider a Multi-Agency Assessment of Pupils who show continuous disruptive behaviour

The Governing Body expects that consideration be given to such an assessment if a pupil shows ongoing disruptive behaviour in circumstances where the school's reward and sanction system is not effective in managing such behaviour.

The school's process for dealing with such situations should be set out in the Behaviour Policy.

## Appendix 2: behaviour log

### Daily Behaviour Log

A new chart should be completed each day, please keep charts in class behaviour

Date T - Talking		Key: NFI - Not following instructions SO - Shouting out		
1st - FRIENDLY WARNING <i>Remind child of The Mary Bassett Way</i>	2nd Warning <i>Time out in class 5 minutes</i>	3rd Warning <i>Time out in partner class 10 minutes</i>	4th Warning <b>Yellow card</b> <i>Break or 15 mins of lunchtime missed CT or SLT</i>	5th Warning <b>Red Card</b> <b>Serious behaviour incident or multiple low level incidents</b> <i>SLT to be called Parents called/seen face to face that day, next break missed with SLT</i>

### Behaviour Log Guidance

It is essential that we have a consistent approach to behaviour management and high expectations for children.

Below is the description of each warning that is given, for all low level behaviour you would work through the warnings and not make any jumps.

For serious behaviour incidents you would go straight to Warning 5.

E.g.s of serious behaviour would include - assault/vandalism/theft/verbal abuse/refusal to follow an instruction.

It is crucial that each time a child is given a warning that they fully understand why they have received it. It is also important that you explain to the child what will happen if they get another warning.

#### 1st Friendly Warning

The child's name should be written on the behaviour chart sheet.

This should be given to a child and if they are displaying low level behaviour in class, this should happen the first time they display behaviour like this. Examples of this type of behaviour may include shouting out, not following a basic instruction, snatching something from another child.

The child should be reminded this is not the Mary Bassett way, they should also be reminded that if they do something like this again it will be a 2nd warning and they will need to have time out in class.

### **2nd Warning**

The child should receive a 2nd warning for another low level incident. They should be given 5 minutes time out in the classroom - so that they have time to remove themselves from the situation and reset, thinking about how they can make good choices when they return to the lesson. They should be reminded that if they receive a 3rd warning then they will have time out in the other classroom for 10 minutes and will miss a break time with their teacher.

### **3rd Warning**

Time out in partner class for 10 minutes, reflection sheet should be completed (When appropriate). Should return to the class teacher back on entry into the classroom for dialogue before going back to task.

### **4th Warning (Yellow card)**

Class teacher to notify parents, providing detail of the type of low level behaviour that has taken place so parents are clear. The child should be aware that the parents will be contacted. Year group staff to manage the children missing break time with them or SLT to support 15 minutes of lunchtime. Yellow Card should be logged on CPOMs for monitoring by SLT

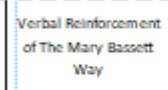




### **5th Warning (Red card)**

If the 5th warning is another low level behaviour incident then this will then become a serious incident and will be a red card. Member of the Senior Leadership Team to be notified, child to be taken to them and they will also speak to parents. The child will miss the next break time with SLT.

For all other serious incidents, this will jump directly to the 5th warning/red card status

## APPENDIX 3: Behaviour Management (Classroom Based)

**GUIDANCE** The vast majority of behavioural concerns arising will be dealt with in **STEP 1**, occasionally **STEP 2** and sometimes at **STEP 3**. **STEPS 4 AND 5** are rare.

Verbal Reinforcement of The Mary Bassett Way	Warning and Minor Sanction	YELLOW CARD with appropriate in class sanction	RED CARD with appropriate out of class sanction	Individual Behaviour Plan and Pastoral Support Plan with parents/carers
				
<b>STEP 1</b>	<b>STEP 2</b>	<b>STEP 3</b>	<b>STEP 4</b>	<b>STEP 5</b>
WHO? • Teaching Assistants • Teachers • Volunteers/Students	WHO? • Teaching Assistants • Class Teachers	WHO? • Class Teachers	WHO? • Class Teachers • SLT	WHO? • SLT

When positive verbal reinforcement and minor sanctions at STEP 1 and 2 have not had the intended effect STEP 3 will then be used—but not before.

All interventions and sanctions sit within the school's ethos of Restorative Approaches, ensuring that mistakes are understood, explored as necessary and that a choice is offered to restore broken relationships and wrong choices and rectify the behaviour before STEP 3.

Parents and carers will not necessarily be notified of a STEP 1 or 2 incident. This is especially the case where the sanction has led to a restored situation that the pupil has fixed by themselves.

ALL **YELLOW CARD** incidents must be logged on CPOMs by class based staff. Parents should be informed that a **YELLOW CARD** has been issued.

A visual of a **YELLOW CARD** must be shown to the child and a restorative discussion should take place when a **YELLOW CARD** has been issued as well as an in class/year group sanction of a missed playtime /15 minutes of lunchtime.

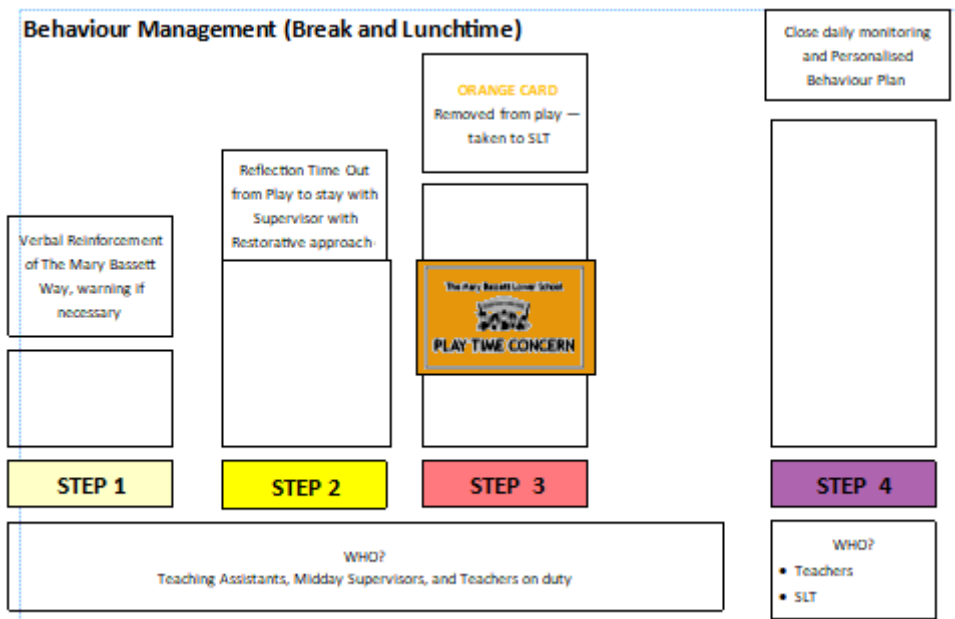
The SLT will monitor **YELLOW CARDS** regularly for any patterns in concerning behaviours. Persistent (x3) issuing of **YELLOW CARDS** will trigger a parent meeting with the class teacher to explore support. Every effort should be made to find out why the behaviour is occurring and appropriate support put in place to avoid repetition of unacceptable behaviours.

If necessary a **RED CARD** will be issued at STEP 4 to mark persistent incidents. In some rare instances of an unpredictable and serious behavioural incident a pupil may be issued with a **RED CARD** and be managed at STEP 4, without STEPS 1-3 being used.

The recognition of the need to issue a **RED CARD** should be followed up with a discussion with the child and SLT. The child should be shown a visual of the **RED CARD**. Restorative approaches should be part of this discussion. Parents should be contacted by telephone before the end of the day. An out of class sanction before reintegration to class will follow the issuing of a red card supported by SLT. A **RED CARD** can be IMMEDIATELY escalated to STEP 5 depending on the severity of the incident.

STEP 5 is for an incident which meets the criteria for a form of suspension or exclusion and can only be implemented by or with the agreement of the Head Teacher. Suspensions can be for lunchtime, internal, fixed term or permanent exclusion. It must also include the formulation of an individual behaviour management plan, as well as consideration for referral to Jigsaw—the County Inclusion Support Team (parental consent required). A way forward for positive reintegration back to class and future inclusion must be discussed jointly by SLT, parents and the child (where appropriate).

Significant Behaviour Concerns, including bullying and racist incidents MUST be logged on CPOMs the same day. School has a duty to report these incidents separately. School should deal with any bullying or racist incidents the same day.



### GUIDANCE

The vast majority of behavioural concerns arising will be dealt with in STEP 1 or occasionally STEP 2.

When positive verbal reinforcement and warning at Step 1 have not had the intended effect STEP 2 will be used, removing a child / children from play to stay with a supervisor. Reinforcement of positive behaviours will take place during this time also and restorative approaches if necessary.

All interventions and sanctions sit within the school's ethos of Restorative Approaches, ensuring that mistakes are understood, explored as necessary and that a choice is made to restore broken relationships and wrong choices, and the opportunity to rectify behaviour prior to STEP 3.

Should unacceptable behaviour persist following STEPS 1 and 2 the child or children will be issued with an Orange Card and removed from play. The child or children will remain with midday or playtime supervisors until the end of break or lunchtime.

**PLAY TIME CONCERN** (orange) card will be completed for any pupil who is dealt with at STEP 3. Orange cards should be completed and given to DHT that day for monitoring and any further steps of support or sanction.

**PLAY TIME CONCERN** cards will be logged on CPOMs for the spotting of concerning patterns. Should there be a cause for concern arising from specific repeated behaviours, STEP 4 will be implemented.

AT STEP 4, the SLT will discuss the appropriate support for the child / children involved with the class teacher. This support may be in the form of closer monitoring, daily or weekly and in some cases a Individual Behaviour Management Plan.

As appropriate the SLT will keep class teachers informed of ongoing play time concerns. The aim is to focus on how the pupil has corrected the error and the way this will be monitored the following day(s). If a pupil is removed from play 3 times in a short period this will trigger the parents or carers of the pupil being invited in to discuss the concern and to formulate a way forward.

A **RED CARD** can also be issued at playtimes and lunchtimes for any relevant red card incidents eg racism, bullying, acting unsafely and deliberate physical actions against a peer or an adult.

## Appendix 4



### Positive Behaviour - The Mary Bassett Way

Criteria for receiving one Dojo Point

200 DojoPoints = 1 book

1 point given for positive behaviours

Type of Positive Behaviour	Positive Behaviours - The Mary Bassett Way
Classroom Routines	<ul style="list-style-type: none"> <li>• Skills builder - active Listening</li> <li>• Being engaged with task / teacher / peers (when appropriate)</li> <li>• Good answers / positive contribution</li> <li>• Sitting appropriately</li> <li>• Trying hard</li> <li>• Explaining their answer (Reasoning)</li> <li>• Tidy tables</li> <li>• Showing they are ready to learn.</li> <li>• Looking after and appropriate use of resources</li> <li>• Tidy cloakroom</li> <li>• Ready for home time</li> <li>• Tucking chairs under tables</li> <li>• Perseverance even if the task is tricky for them</li> </ul>
Outdoor Routines	<ul style="list-style-type: none"> <li>• Being ready at the end of playtime</li> <li>• Facing forward in the line</li> <li>• Being a considerate class member</li> <li>• Transitions back into the classroom ready for learning</li> <li>• Tidying up the class fruit</li> </ul>

	<ul style="list-style-type: none"> <li>• Cloakrooms</li> <li>• Safely walking around the school</li> <li>• Walking quietly around the school site</li> </ul>
Learning Behaviours	<ul style="list-style-type: none"> <li>• Being a good role model</li> <li>• Concentration</li> <li>• Focusing on independent work in timely manner</li> <li>• Making an effort</li> <li>• Using resources effectively to support themselves</li> <li>• Hand up</li> <li>• Good listening</li> <li>• Speaking well to others</li> <li>• Problem Solving</li> <li>• Being creative</li> <li>• Staying positive</li> <li>• Aiming high</li> <li>• Being a leader</li> <li>• Teamwork</li> </ul>
Manners	<ul style="list-style-type: none"> <li>• Saying please</li> <li>• Saying thank you/You are welcome</li> <li>• Sharing</li> <li>• Helping a friend</li> <li>• Helping a member of staff</li> <li>• Holding a door open for somebody else</li> </ul>
Work	<ul style="list-style-type: none"> <li>• Following presentation expectations - date on the line, neat handwriting</li> <li>• Letter formation</li> <li>• Non negotiables</li> <li>• Independent reflection</li> <li>• Responding to green for growth independently</li> </ul>
Certificates	<ul style="list-style-type: none"> <li>• Star of the week higher dojo points</li> <li>• Receiving certificates in assembly</li> </ul>

Homework	<ul style="list-style-type: none"> <li>• Learning log tasks executed well or with effort</li> <li>• Interaction with online games (TT rockstars, Spelling Frame, Numbots etc)</li> <li>• Engagement with spelling practice</li> </ul>
----------	---