



Benedict Biscop CE Academy Behaviour Policy

Review date: Autumn 2025

Next review date: Autumn 2026

Person in charge: Headteacher

Governance: Chair of Governors

Pastoral Care/Spiritual Development

We place the pastoral care of pupils, staff and families at the heart of how we work. This informs our policy framework. The quality of relationships between all members of school staff, pupils and stakeholders, and the relationship with parents and carers is the area that is most commonly associated with the ethos of the schools in our Trust. It is expressed in the terms of sharing and caring.

In the Church schools in our Trust, we follow the teachings of:

‘Love your neighbour as yourself’ – Matthew 22:39.

‘This is my commandment: love each other’ - John 15:17.

In the none Church schools in our Trust, we follow the spiritual ethos of treating others as we would ask to be treated and to care for others with kindness and respect.

In our schools we believe every pupil is an individual who is valued for who they are.

We have a series of overlapping networks of relationships, which includes governors, staff, children, parents, church members, and members of the community, which the school seeks to serve. Our pastoral work will strive to meet the significant challenge to create and maintain such networks including in our Church schools in ways which reflect the Gospel values of love and care. Those who are in leadership roles, which includes all who have a particular responsibility, ensure that by their personal example they set the high standards expected.

It is from this premise that both respect and care will pervade all aspects of life at Northern Lights Learning Trust. A desire for everyone to flourish, knowing that everyone reflects God’s image is pivotal in all of our schools, including our Church schools. This will influence how we reward and teach discipline. It will affect how we value work and the achievements of pupils and staff. It will be seen in the way in which the school environments are created and cared for, in the way in which the needs of pupils, parents, and community are met, and in the way in which teaching and non-teaching staff work together effectively as a team.

Pastoral care pervades all aspects of school life and therefore will be reflected in the way the schools are organised and the policies are written and implemented.

School mission:

The school will aim to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

School vision:

‘With God all things are possible’

Our vision for education is deeply Christian, and rooted in theology [Matthew 19 V26].

Our vision **‘With God all things are possible’** speaks powerfully into the heart of all we do.

At Benedict Biscop ‘With God all things are possible’ is our way of expressing

our role in the classroom, the staffroom, the yard and our wider community. We seek through our Christian ethos to ensure all things are possible as:

- **We educate** our children through our curriculum, our practice and policies – giving them the skills, knowledge and understanding that will prepare them for life.
- **We seek to give hope and aspiration** to children, staff and parents. Giving both ambition and coping mechanisms for when things don't always go as intended, in the knowledge of a God who loves them.
- **We see and encourage all** to see each other as made in the image of God, but unique with children, staff and families valuing one another as God's children.
- **We serve our community** in school and beyond, by building relationships just as God lives in community as the Holy Trinity. We are most in God's image when we live in community, and that is how we encourage each other to flourish.

Statement of intent

Our vision for our pupils and staff at Benedict Biscop C.E. Academy is that *'With God, all things are possible'*. This means that we will strive to give our pupils the best educational experience we can offer, so that they can develop as positive global citizens and achieve all that they aspire to.

We are passionate about ensuring every member of our community feels happy, safe and secure and is provided with consistent and fair behaviour guidance which is underpinned by relevant theory.

We recognise that everyone is made within the image of God and that they are unique individuals. We recognise that an individual's behaviours can be learnt and be held within their cognitive awareness, but also that they can be unconscious, patterned or defence responses.

We believe, as in Maslow's Hierarchy of Needs, that children learn best when their basic and psychological needs are met. In line with this we are committed to developing as a THRIVE school.

The THRIVE approach supports and encourages the development of confident, curious, creative and capable people (including children and staff), who are open to learning and better equipped to deal with life's ups and downs.

It is our intent to create a culture of good behaviour and behaviours for learning, to develop staff that are attentive, observant and who can identify underlying needs and associated behaviours, and therefore respond in appropriate ways that support the person based on what they need at that time. An essential underpinning of this intent is the development of relationships and social and emotional skills.

Therefore, the aim of our policy is not a system of rule enforcement but a means of promoting good relationships, through our school vision, aims and ethos so that people can work together with the common purpose of helping everyone to learn.

In order to support this, we provide a Personal Development curriculum that starts in Early Years, supporting personal, social and emotional child development. Where we aim to

- teach children to understand, regulate and manage their emotions;
- teach children to apply thinking between feeling (sensation and emotion) and action;
- teach children to increasingly show empathy and understanding to others;
- develop resilience and responsibility
- encourage a sense of pride in themselves and to build self-awareness

Just as in other curriculum areas, these skills need to be directly taught in a 'right time' age appropriate way. For some children, this may not be their chronological age but rather their developmental age.

Key staff members are trained THRIVE licensed practitioners and all staff have received training on the THRIVE approach and a relational approach to behaviour management.

Thrive enables staff to identify specific support for pupils based on their individual needs, providing a bespoke personalised intervention to support their development and ultimately enabling them to engage more purposefully in learning, helping us to achieve our vision.

Aims

At Benedict Biscop CE Academy we aim to:

- Provide a safe, secure, supportive environment, based on mutual respect, where children can learn effectively and teachers are able to teach effectively.
- Understand the behaviour and needs of our pupils separating the person from the behaviour and in line with our Thrive approach we recognise that staff may interchange in response to these behaviours.
- Role model positive behaviours and relationships between our pupils, staff and the wider community, creating a positive culture that promotes excellent behaviour.
- Explicitly teach positive behaviours through our Personal Development Curriculum and through our pedagogy
- Provide a consistent approach to behaviour management that is understood by all members of the school community
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the vision and mission of the school
- Encourage others to be accountable for their actions and realise the impact they have on themselves and others, promoting a solution focused approach to changing future behaviours
- Restore relationships and change behaviours rather than punish the actions a child may have taken.
- Seek the most appropriate way of supporting children (this does not exclude the use of consequence)

This policy aims to:

- Share our approach to promoting good behaviour and relationships
- Share how as a school community we are committed to promoting and supporting positive relationships across the school
- Provide guidance for staff in their role of supporting positive behaviour and relationships
- Provide information on the support and training opportunities that are offer for staff, parents and carers.

School rules

Every child has a right to learn and every member of our community has the right to be respected.

Article 28 from the United Nations Convention On The Rights Of The child states: Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.

As a Rights Respecting school we have created our 4 school rules which aim to provide a framework for positive behaviours expected in school and which underpin our positive reward system. These rules develop trust and encompass key rights of the child.

1. Be Kind

Treat everyone and everything with respect. Be polite and honest in all situations and never hurt others feelings with your words or actions. Handle equipment carefully and value our resources.

Article 29 Every child has the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

2. Listen

Listen to each other and respect the opinion of others. Always be prepared to learn and carry out tasks you are asked to do by all members of staff.

Article 12 Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

3. Follow Instructions

Always do your best. When you are in school or on school visits, willingly do as you are asked by an adult, when you are asked to do it.

4. Keep Your Hands and Feet to Yourself

Demonstrate appropriate behaviours for learning in class and have fun at playtimes but be considerate towards others and use self-control.

5. Walk sensibly around school

Move around our school safely. Walk sensibly and calmly in school.

This is supported by:

- Consistent use of language across the school
- A fair reward system linked to 'individual' and 'house team' points.
- High quality teaching that develops the highest standards of behaviour, ensuring that pupils are appropriately challenged, engaged in learning and motivated to learn
- Staff recognising that children need to learn to negotiate with each other in a range of different situations, as a major life skill, with staff supporting the children to do so.
- Parents who want the best for their children and recognise that children make mistakes but that we must learn from them.
- Forgiveness as a core Christian value which pervades school life
- A bespoke Personal Development curriculum which provides a framework for staff to support pupils and help promote and improve excellent behaviour.

Classroom Management

Staff are responsible for setting the tone and context for positive behaviour within the school. They are expected to develop a positive relationship with all pupils and we encourage them to use the following strategies:

Modelling and Communicating Positive Behaviour Expectations

At our school, we believe that positive relationships are at the heart of effective behaviour management. Staff actively model the respectful, kind, and responsible behaviour we expect from our pupils. Expectations are shared clearly and positively before each activity or transition, so children understand what is expected of them and how they can succeed.

Rather than focusing on what not to do, staff use language that promotes positive choices (e.g. "We walk calmly in the corridor" rather than "Don't run"). These expectations are tailored to the age and needs of the children, and are revisited regularly to support consistency.

Staff proactively notice and praise children who demonstrate the expected behaviours, reinforcing positive actions and encouraging others to follow their example. This recognition helps to build a culture where positive behaviour is celebrated and valued by all.

Alongside the above, we also use the stance of PACE and the communication skills of the Vital Relational Functions (VRFs) to support children and young people.

PACE is the acronym used by psychologist Dan Hughes to describe the optimal adult stance when working with children to reduce stress, enhance connection, promote safety and engender the learning of new social and emotional skills.

PACE stands for:

- Playfulness – sensitive and appropriate playfulness helps the child feel safe and promotes positivity
- Acceptance - unconditionally accepting the child makes them feel safe, secure and loved
- Curiosity – genuine and non-judgemental interest in the child helps them become aware of their inner life
- Empathy – demonstrating compassion for the child and their feelings supports the child's sense of self-worth.

The VRFs represent the key techniques that we consciously apply in relationship.

The VRFs include:

- Attunement – matching the energy of the child with non-verbal, prosodic, energetic and behavioural communication
- Validation – acknowledging the validity of the child's feelings and experiences. The use of WIN can help with this validation: I wonder....I imagine...I notice...
- Containment – predictability, routine and experiencing safety and security, both relationally and environmentally
 - Regulation – transforms what was too much to bear alone into an experience that can be tolerated together.

Praise

Praise can help increase the self-esteem of pupils and contributes to creating positive friendly atmosphere because the children are likely to copy it within their peer group.

Praise should be used at all times to encourage both academic work and positive behaviours. Staff may directly reward and reinforce rule following behaviour or use praise to indirectly deal with low level behaviour by emphasising appropriate behaviour rather than inappropriate behaviour.

Rewards

Staff should use the agreed school rewards to help maintain consistency and fairness across the school.

The following rewards are used for demonstrating positive behaviours:

- Positive praise
- House points [each child will be given a house team, points earned will be added to a running weekly total displayed in the school hall and shared during Friday Community Worship. At the end of each half term the House with the highest total receives a house treat afternoon].
- Stickers
- Rainbow Awards [two pupils from each year group are nominated for excellence across the curriculum on a weekly basis. Family members are invited to community worship to see their child receive their award. Their success is shared with our wider community through our newsletter and Facebook page].
- Roll of honour [class teachers are invited to record pupils in the roll of honour for demonstrating the Christian values. Each week the roll is read out during community worship and celebrated].
- Visits to the Headteacher and other staff to share and celebrate work and efforts
- Reading vouchers and achievement awards

Rules and Class Charter

Staff will ensure that they display the school rules in a place of high visibility for pupils and staff to refer to. We encourage staff to constantly refer to the school rules throughout the day, modelling

positive behaviours and expectations, rewarding pupils who demonstrate and model these behaviours to others.

These rules are also revisited annually as part of our Personal Development curriculum, at the start each academic year; staff spend time discussing the 5 school rules with the children and teaching the children explicitly how they can demonstrate these rules in class, whilst developing the children's understanding of the UN Rights of a Child. Once the rules and expectations have been established, each class should create their own class charter, demonstrating everyone's commitment to follow the rules and helping advocate for each child's right.

Clearly Established Routines

Clear routines help the children to understand what is expected of them and help maximise learning time. It is the responsibility of the class teacher to ensure that routines are **clearly established** at the very beginning of the school year when a teacher takes over a class. Routines should be established for:

- entering the classroom
- the start of a lesson i.e. where they should sit
- how they should respond if asked a question [for example a no hands-up approach]
- what to do if they are finding work challenging i.e. use the SORT IT approach
- what to do if they think they have finished their work
- transition times i.e. moving around the classroom
- moving around school
- tidying up and looking after resources and equipment
- lining up
- coming into and leaving worship

Responding to Low Level Behaviour

The school aims to develop a positive climate of praise and encouragement supported by our school rules. However, we recognise that when a pupil does not follow expected behaviour or rules, then an approach to redirecting behaviour may be necessary.

At Benedict Biscop CE Academy 'low level behaviour' is defined as:

- Disruption of learning in lessons
- Not moving around school sensibly and safely
- Unkind behaviour at break and lunchtimes such as name calling
- Non-completion of classwork
- Poor attitude to learning

Staged approach

Where indirect cues have been unsuccessful and where consequences are appropriate, staff may use the following staged approach. **They must make reference to the school rules, supporting pupils to make better choices in the future.**

Step	Action
<p>1. Attunement</p> <p><i>"a demonstration of understanding an emotional state"</i></p>	<p>Rather than draw attention to a negative behaviour, class teachers should praise pupils who demonstrate positive behaviours in class. They may also use 'cues' as a 'low level intervention' to signal to a child that attention is required.</p> <p>Each of the following cues is, in the first instance, preferable to a verbal instruction.</p> <ul style="list-style-type: none"> • eye contact • shake of the head • finger on lips • removing object of distraction • walking toward pupil • sitting next to pupil • a quiet naming of the child

2. Reminder	Use whole class reminders of expectations, school rules and their commitment to following class charter in order to re-engage pupils. A reminder of the expectations/rules privately wherever possible. Repeat reminders if necessary.
3. 1-1 conversation	A clear conversation delivered privately to the child making them aware of the behaviour, linked to the school rules and clearly outlining consequences if they continue. Children will be reminded of their previous examples of positive choices to separate the behaviour from the child.
4. Time in	If a child reaches this stage, they are beginning to dysregulate. The child will have 'time in' for regulation – in a space within the classroom. Pupils may have access to sensory regulating resources if helpful.
5. Restorative conversation	At this point a child will be referred to a senior member of staff for a restorative conversation alongside the staff member who has dealt with the situation. Note that this may take place at the end of a lesson as well as during the lesson. This step will be recorded on Cpoms and parents will be notified. Teachers must consider if a consequence is appropriate to reinforce boundaries and expectations i.e. missing playtime. During this time, pupils must be supervised and time should be spent reinforcing positive behaviours or by completing pastoral intervention to support improved behaviour.
6. Formal meeting and monitoring	If behaviour continues, without improvement, then there should be a meeting with the teacher, child and parent with agreed targets for improvement. This step will be recorded on Cpoms and parents will be notified.
7. Personalised support plan/safety plan	The plan aims to help a child to improve their social, emotional and behavioural skills. The plan will identify precise targets for the child to work towards and will include the teacher, parents and child in the drafting process.

Restorative Practice Conversations

The school has chosen to follow the principles of Restorative Practice in order to develop greater “pupil voice” and a greater self-responsibility for managing our own feelings and personal behaviour. We believe this will give our children the language and self-confidence to challenge whatever behaviour is “unacceptable.”

Staff will use a restorative conversation as part of our staged approach and also where pupils, fall out or have a disagreement i.e. at breaktimes. Staff will use the restorative practice approach to establish what has happened, giving each pupil the opportunity to share their understanding. Staff are encouraged to not ‘jump to a conclusion’, but to listen to everyone and gain a collective understanding. Once a collective understanding has been achieved, pupils are asked to discuss how this makes them feel and what is needed to restore the relationship.

Suggested script:

Responding to those harmed	Responding to challenging behaviour
What happened? What have your thoughts been since? How has this affected you and others? What has been the hardest thing for you? What would help resolve the situation/what would help you now?	What happened? What were you thinking about at the time? What are your thoughts since? Who has been affected by what you did? In what way has they been affected? What do you think needs to happen next?

Bespoke interventions

We recognise that an individual's behaviour can be unconscious, patterned or defence responses. Where possible we seek to support staff, in conjunction with our SENDCO, to help identify where this may be the case and provide interventions to support pupils to learn to recognise their own emotions and develop strategies to help them respond more appropriately.

Key staff have been trained to support with the facilitation of:

- CAMHS Fun Friends
- CAMHS Friends Resilience
- THRIVE interventions
- Treetops sensory regulation

Responses to Serious Incidents of behaviour

Occasionally, some pupils may behave in a way which poses a serious risk to the child or to others. Serious behaviours will not follow the above staged approach and will be dealt with on a case-by-case basis. Serious behaviour' is defined as:

- Repeated not following the school rules
- Any form of bullying, including online bullying
- Any form of violence
- Vandalism
- Theft
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited/banned items are:

Knives or weapons

Alcohol

Illegal drugs

Stolen items

Tobacco and cigarette papers

E-cigarettes or vapes

Fireworks

Pornographic images

Any article a staff member reasonably suspects 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)

A review of the incident will take place by a Senior member of staff, and appropriate next steps, including any consequences and support will be planned and communicated to parents/ carers. Details of the incident will be recorded on CPOMs. Individual Support Plans will be put in place where required.

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 arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

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

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, 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.

Approaches may include:

- 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
- Training for staff in understanding conditions such as autism, to make adaptations where needed.
- Use of separation spaces (sensory zones, nurture/ thrive rooms or spaces) where pupils can regulate their emotions during a moment of sensory overload

Adapting consequences for pupils with SEND

Routines and consequences should be adjusted where appropriate to meet the needs of pupils with SEND or additional needs.

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

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

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

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

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

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

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

Bullying

Benedict Biscop's definition of Bullying was devised by the School Council (Rights Knights) through a process of class feedback. This statement is shared with the children:

"Someone is being bullied when one person or a group of people repeatedly set out to offend someone or to hurt another person physically or psychologically."

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

Bullying can include:

- Emotional bullying: being unfriendly, excluding, tormenting and threatening gestures
- Physical Bullying: pushing, kicking, hitting, punching or any use of violence
- Racist bullying: bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- Homophobic bullying: bullying another person because of their actual or perceived sexual orientation.
- Transphobic bullying: bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
- Sexist bullying: bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- Sexual bullying: bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

- Prejudicial bullying: bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues

We also aim to prevent bullying behaviour by:

- Encouraging respectful relationships – where we value the importance of positive relationships to all members of our school community, therefore as a result promoting an ethos where the act of bullying is seen as unacceptable behaviour
- Raising awareness of bullying and explicitly teaching pupils about positive respectful relationships through our Personal Development curriculum, Computing curriculum, with specific focuses as part of anti-bullying and online safety weeks
- Providing pupils with safe spaces to talk to a trusted adult [through our Kidsafe theme and Room2talk]
- Provide training for staff to help identify bullying and support the development of positive relationships
- Digital leadership programme and digital leaders across the school.
- Encouraging a positive relationship between school and home so that parents/carers are encouraged to discuss and share problems
- Setting out clear expectations about the way pupils should behave towards each other through 4 simple and easy to recall school rules.

Further details of Benedict Biscop CE Academy's approach to preventing and addressing bullying are set out in our anti-bullying policy [which can be found on our school website policy page].

Child-on child abuse

The school will ensure that all incidents of child-on child abuse, 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.

Staff response will include carrying out a risk assessment, where appropriate, to help determine if school can:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection policy, available on our school website, for more information.

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 serious misbehaviour:

- 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

At Benedict Biscop C.E. Academy, key staff have been trained using the Team Teach approach. These staff will be deployed across the school to support in incidents where reasonable force is required. 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.

Confiscation, Searches, Screening

Searching, screening and confiscation may be conducted if required. School will adhere to the DfE's [latest guidance on searching, screening and confiscation](#).

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 Designated Safeguarding Lead [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 Consequence, 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 report to children's social care, if appropriate.

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 if school can:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police
- Please refer to our child protection policy, available on our school website, for more information.

Removal from Classrooms

In response to serious behaviour or persistent breaches of the school's behaviour expectations, we may make the decision to remove a 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 that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious consequence and will only be used in response to serious behaviour. 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.

If a child is removed from class, the Headteacher will be informed immediately. 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. Leaders 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:

- Bespoke interventions and support plans
- Additional staffing within class
- Positive reward charts

- Support from the KS1 or KS2 Behaviour Teams

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal on CPOMS. The Headteacher will also record the incident on the school's behaviour log, noting any protected characteristics of the pupil.

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 consequence 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, located on the school's website, for more information.

Mobile Phones

As a rule, we do not allow pupils to bring mobile phones into school. If a pupil mistakenly brings a mobile phone in, then it will be brought to the school office and locked securely in a safe place i.e. the school safe. Parents will be contacted and asked to collect the device from the main office.

Pupils are regularly reminded of this rule and the expectation that they share with a member of staff as soon as possible if they have brought their mobile device to school.

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 behaviour 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 policy, and consider whether pastoral support, an early help intervention or a referral to Together for Children social care is appropriate. Please refer to our child protection policy available on the school website for more information.

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.

Pupil Transition

Inducting incoming pupils

Benedict Biscop CE Academy will support incoming pupils by offering an induction process to familiarise them with the behaviour policy and the wider school routines. Pupils will be offered induction visits and will be paired with a 'buddy' when they first begin.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have sessions with their new teacher. In addition, staff members hold transition meetings with parents and feeder schools. 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.

Roles and Responsibilities

The Local Governing Body

Benedict Biscop CE Academy's Local Governing Body is responsible for:

- establishing our behaviour policy in consultation;
- keeping the policy under review;
- monitoring the policies effectiveness and supporting the school to maintain high standards of behaviour;
- holding the Headteacher to account for its implementation;
- ensuring that the concerns of staff and pupils are listened to and appropriately addressed and
- ensuring that the policy does not discriminate and that it advances equality and good relations between protected groups;

The Headteacher

The Headteacher at Benedict Biscop CE Academy is responsible for:

- Ensuring the behaviour policy is written in consultation, ratified by the Local Governing Body and shared on the school website.
- The day-to-day management and implementation of the school's behaviour policy and procedures, to ensure that the school environment is safe and encourages positive behaviour;
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- Ensuring that staff effectively manage behaviour;
- Monitoring how staff implement the policy to ensure that it is applied consistently;
- Taking a lead in the establishment of a positive school ethos;
- Ensuring appropriate induction is provided for new staff and volunteers to ensure they understand procedures and how best to support all pupils;
- Ensure that staff have access to appropriate training in positive behaviour management strategies, restorative practice and how behaviour SEND needs and adverse childhood experiences may impact on behaviour i.e. through the THRIVE approach.

Staff

Staff are responsible for:

- Implementing the agreed policy and procedures to help create a calm and safe environment for pupils;
- Establishing and maintaining clear expectations for acceptable pupil behaviour
- Modelling high standards of personal behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Having equal responsibility for resolving issues relating to behaviour, ensuring that the concerns of pupils are listened to and appropriately addressed.
- Teaching children to be tolerant and respectful through our school personal development curriculum and through living out the Christian values.
- Recording behaviour incidents promptly using Cpoms
- Advising the Headteacher on the effectiveness of the policy and procedures

Parents and Carers

Parents and carers, where possible, should:

- Get to know Benedict Biscop CE Academy's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school rules.
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly
- 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

Pupils

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school
- The school's rules and routines
- The rewards they can earn for demonstrating positive behaviours and consequence
- Pupils will be supported to meet the behaviour standards wherever needed. Please note that extra support and induction will be provided for pupils who join the school mid-year/phase.
- Pupils will be asked to give feedback on their experience of the behaviour at school to support the evaluation, improvement and implementation of the behaviour policy.

Monitoring Arrangements

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
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, parents on their perceptions and experiences of the behaviour at school. The data will be analysed every annual by the Headteacher. The results will be analysed by the Local Governing Body to make sure it is meeting its duties under the Equality Act 2010. If any trends are identified, the school will review its policies to help address any needs.

Training

As part of their induction process, our staff are provided with professional development on the school's approach to managing behaviour. We will ensure that staff are aware of the needs of the pupils at the school which may impact upon pupil behaviour. Behaviour management will also form part of continuing professional development.

Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- Keeping Children Safe in Education 2025
- [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](#)

