



Bromesberrow St Mary's C of E (VA) Primary School

Behaviour Handbook

September 2025

Our School Vision:



'Shining Together, we Reach for the Stars'

Our Christian School Values:

Respect, Motivation, Cooperation, Kindness, Pride, Perseverance

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave in our school
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Share our Restorative Justice approach
- Outline our system of rewards and sanctions

Legislation and statutory requirements

- This policy is based on advice from the Department for Education (DfE) on: Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- 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

Definitions

Misbehaviour is defined as: Disruption in lessons, in corridors between lessons, and at break and lunchtimes. Behaviour which contradicts our school vision

Serious misbehaviour is defined as:

Repeated breaches of the school rules

Any form of bullying

Physical behaviour like interfering with clothes

Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

Vandalism

Theft

Fighting

Smoking

Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items such as knives or weapons or 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)

Bullying

Bullying is the use of persistent aggression with the intention of hurting another person. The Gloucestershire Safeguarding Children Board defines bullying as:

Bullying can be defined as '*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*'. DfE 'Preventing and Tackling Bullying'.

Hate Crime is defined as, “any hate incident, which constitutes a criminal offence, which is perceived by the victim or any other person, as being motivated by hostility or prejudice.”

Care needs to be taken to differentiate bullying and hate crime from retaliation or isolated incidents of disagreement.

Bullying and hate crime results in pain and distress to the victim.

Bullying and hate crime can take a number of forms:

- Emotional – humiliating, ignoring, excluding, tormenting and excluding
- Physical – pushing, kicking, hitting, punching or any use of violence, including damage to property.
- Racist - racial taunts, graffiti, gestures and mocking.
- Sexual – unwanted physical contact or sexually abusive comments.
- Homophobic – because of, or focussing on the issue of sexuality
- Verbal – name-calling, sarcasm, spreading rumours, persistent teasing
- Cyber – All areas of internet, such as email & internet chat room misuse.
 - Mobile threats by text messaging & calls.
 - Misuse of associated technology, ie. Camera and video facilities

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

Roles and responsibilities

The local advisory board is responsible for reviewing and approving the written statement of behaviour principles (school vision). They will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the local advisory board, giving due consideration to the school's statement of behaviour principles (school vision). The headteacher will also approve this policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

Implementing the behaviour policy consistently

Modelling positive behaviour

Providing a personalised approach to the specific behavioural needs of particular pupils

Recording behaviour incidents

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

Parents

Parents are expected to:

Support their child in adhering to pupil code of conduct

Inform the school of any changes in circumstances that may affect their child's behaviour

Discuss any behavioural concerns with the class teacher promptly

Pupil code of conduct

Ready

Respectful

Safe

Restorative Practice

Restorative Practice is a way to be, not a process to follow or a thing to do at certain times

This system of restorative justice seeks to redress the balance in a just and fair way. It seeks a positive outcome involving all parties. It is also important that adults are able to identify bullying behaviour correctly and support both the victim and the perpetrator to seek to repair and create sustainable change.

With this in mind we approach sanctions carefully and ensure that these are connected with the behaviour and that we focus positively on how to improve behaviour so that a positive change can occur.

This approach involves asking four key questions:

What happened?

Who was affected?

How can we put it right?

How will future choices be affected?

Restorative Practice Adult Steps (what happens in practice):

What Happened? Listen and learn. Talk to all parties to find out clearly what happened, thinking in terms of the antecedent (what happened prior to the poor behaviour choice). Who was affected? Investigate and analyse. Decide if any sanctions do need to occur dependent on the severity of the behaviour.

How can we put it right? Address the behaviour. Bring the children together to work for resolution, for each to gain an understanding and empathy of the others' behaviour choices, and what might have triggered these.

How will future choices be affected? Positive Change. Have a planned way to move forward to make a positive, sustainable change.

Ongoing support. All children to have ongoing support to develop behaviour, developing strength, resilience, kindness, empathy, communication, cooperation, pride (self- esteem) and respect. *Linked to our Christian school values.*

Rewards and sanctions

Positive behaviour will be rewarded with:

Direct feedback to children, recognising and praising positive behaviour choices and changes in behaviour

Praise through direct conversations or phone calls home to parents

Headteacher's rewards for demonstrating positive behaviour and showing our school Christian values in action

Stars of the week certificates linked to our school Vision and Christian Values

Castle points, encouraging Team work and cooperation

Sanctions

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Group sanctions should be avoided as this breeds resentment.

- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.

We divide unacceptable behaviour into three broad bands, which are underpinned by a restorative justice approach

Level 1: misbehaviour that can be effectively managed within a classroom or lunchtime environment by the teacher, teaching assistant or mid-day supervisor. Using the approach of 'time out' to self regulate and be calm, then using restorative practice 4 questions to work to resolve.

Level 2: more serious misbehaviour that is not so easily managed within the classroom or lunchtime environment or persistent Level 1 behaviour. Class teacher may involve parents. This can include:

Notification of other staff and informal involvement of Head teacher.

An individual behaviour management plan may be drawn up, with the focus being on sustainable change.

Level 3: very serious misbehaviour or persistent level 2 behaviour. Formal involvement with the Head teacher and parents. Additionally education welfare and/or other outside agencies may become involved. (Last resort possible short or longer term exclusion.) In these cases the school will follow Gloucestershire LA guidance for exclusions, a copy of which is kept in the office. At all times we will seek to resolve using Restorative Practice, at the same time being mindful to the effect of the behaviour on others e.g. a significant and sustained impact upon the wellbeing of selves and others.

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

An appropriate and proportional verbal reminder, so children know that the behaviour choice is unacceptable. This would be followed up with a discussion on how we should be behaving and why, exploring the impact upon self and others.

Referring the pupil to a senior member of staff for support if required.

Face to face conversations or phone calls home to parents – involving an explanation of the restorative steps and outcomes, asking for parental support in this process.

Agreeing a behaviour plan, with children and parents. This would be a supportive plan rooted in sustained change.

Expectations of the School Community

Staff and Governors	Pupils	Parents
To lead by example	To respect, support and care for each other both in school and the wider community	To be aware of and support the schools values and expectations
To be consistent in dealing with pupils	To listen to others and respect their opinions	To ensure that pupils come to school regularly, on time

		with the appropriate equipment
To encourage the aims and values of the school and local community among the pupils	To attend school regularly, on time, ready and equipped to learn and take part in school activities	To inform the school as soon as possible for absence due to illness or other, giving reasons for their absence.
To have high expectations of the pupils	To take responsibility for their own actions and behaviour	To take an active and supportive interest in your child's work and progress
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support	To do as instructed by all members of staff (teaching and non-teaching) throughout the school day Ready, Respectful and Safe.	To provide the school with at least 2 up to date emergency contact numbers
To encourage regular communication between home and school	To be accepting and inclusive of others, irrespective of race, gender, religion and age	Support the school in communicating effectively.

Curriculum- Shining Together, We Reach for the Stars

As a Church of England School we strive for inclusion and to support all children to 'live life in all its fullness'.

At this school, through our curriculum, we teach pupils the above mentioned principles, through Collective Worship, PSHE and through our expectations and ethos. We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives which are understood by the pupils and differentiated to meet the needs of a range of abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and progress matters.

Safeguarding

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

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

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

Please refer to our child protection and safeguarding policy for more information available at www.bromesberrowschool.co.uk

Mobile phones

Pupils are not allowed to bring mobile phones onto school site. The vast majority of our children are unable to walk to school due to our remote location, so no need for safety on the walk home.

Off-site and Online misbehaviour

The same behaviour expectations and approach will be followed when pupils are offsite. 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

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 Headteacher will make the report.

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

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

Reasonable force

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

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

Incidents of reasonable force must:

Always be used as a last resort

Be applied using the minimum amount of force and for the minimum amount of time possible

Be used in a way that maintains the safety and dignity of all concerned

Never be used as a form of punishment

Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

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, screening and searching

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (e.g. knives or weapons) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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.

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

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

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

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

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

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of an unsafe prohibited item

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

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

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

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

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

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

The authorised member of staff can use reasonable force to search for any dangerous item.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk

‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- Desks
- 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.

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

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

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items, including incidents where no items were found, will be recorded in the school’s safeguarding system.
- Informing parents/carers

- Parents/carers will always be informed of any search for a prohibited item A member of staff will tell the parents/carers as soon as is reasonably practicable:
- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

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

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

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

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

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

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

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

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

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 use the staged approach to sanctions 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, where relevant) will consider whether the pupil who

made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

SEND Support systems for Individual Pupil Need

Recognising the impact of SEND on behaviour

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

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

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

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

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

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

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

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

How we support children who have SEND with their behaviour:

All children can find developing good behaviour (knowing how to behave in a variety of contexts) challenging, but this can be particularly challenging for children with special needs. An example of this would be, difficulties with understanding relationships and interpreting social cues. This can result in a child becoming confused/ frustrated and perhaps over stimulated, which in turn could lead to unacceptable and/or inappropriate behaviour choices. In this case the SENCO will identify the need, working in partnership with the class teacher, child and parents to draw up a My Plan. This plan will be focused on 'need'. It will recognise that the child's need leads to the behaviour choice and that intervention will be put in place to support over coming barriers so that the child can learn what is expected in terms of behaviour. Here are some examples of adaptations:

- 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
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Dependent on need and the behaviour difficulties a Positive Behaviour Plan may be put together on top of this. This enables all people working with the child to understand the child, know their barriers and difficulties, and understand how to help them to overcome these. This plan, as above involves a consistent approach and involvement from all people involved with the child.

All staff working with the pupil will be informed of this, including midday supervisors. This will give a consistent approach throughout the school day. If the plans and additional support are not successful, we will seek the support of external agencies. We at all times seek to avoid fixed term and permanent exclusions, however follow our behaviour steps as above (step 1-3) for all children.

Adapting sanctions for pupils with SEND

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

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

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.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

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.

At Bromesberrow we liaise with Herefordshire and Gloucestershire SEND teams. Their contacts are:

Herefordshire: <https://www.herefordshire.gov.uk/local-offer>

Gloucestershire: <https://www.gloucestershire.gov.uk/education-and-learning/families-in-partnership-newsletters/families-in-partnership-newsletter-december-2022/support-for-families-with-send-gloucestershire-s-local-offer/>

Support Systems for staff

School will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. All staff have copies of this policy in order that behaviour management is consistent throughout the school..

Support Systems for parents/carers

School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Please be aware that if, as a parent, you have had to contact school (and we have not contacted you) it will likely be for one of two reasons:

- We know nothing about it (so please bear with us as we will need time to investigate)
- We know a little. Children often feel most comfortable to share concerns at home, so we may feel something is a very 'low level' when in fact more is going on.

We ask that you come into school in as open a way as possible and know that we are here to work with you. We support and respect all children equally.

Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis. School staff use an online tool to log behaviour and responses.

The school will collect data on the following:

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

The data will be analysed by the Headteacher.

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, parents and PQ Trust. This document is freely available to the entire school community.

Policy Links

Attendance
Teaching and Learning
Confidentiality
Anti Bullying
Exclusion
Safeguarding
Equalities
SEND
Staff Code of Conduct/Handbook