



## **Behaviour Policy**

**March 2026**

***Review Cycle: Annual***

***Review Date: March 2027***

## 1. Aims

*'At Bassingham Primary School we believe every child has a right to learn, teachers have the right to teach, and this will only happen if there is an ethos of good behaviour.'*

At Bassingham Primary School we have a shared vision that our school is, and should be, community orientated and that the principles of good behaviour must begin with the creation of a genuine sense of family, which encourages commitment to the school from all. Throughout the school we aim to establish good behaviour during all parts of the school day, including lesson times, break/lunchtimes, extra-curricular activities and trips/residentials. 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
- Suspension and permanent exclusion guidance
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping children safe in education 2025
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

## 3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude towards learning
- Preventing other pupils from accessing their learning
- Not following or displaying our agreed School Values

Serious misbehaviour is defined as:

- Repeated breaches of our agreed School Values
- Any form of bullying
- Vandalism/Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items such as knives or weapons

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content

#### 4. Bullying

Bullying is defined as the repetitive, intentional harming of one 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: <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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or Indirect Verbal	Name calling, sarcasm, spreading rumours, teasing

Cyber Bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)
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In the event of an instance of bullying being observed or reported, the member of school staff must:

1. Respond quickly and sensitively and ascertain the facts from the victim whilst offering support, reassurance and advice.
2. Report the allegation to the Headteacher of the victim and the bully without delay.
3. Information gathered and observed will be logged on the school Arbor system.
4. The Headteacher will normally see the victim, the pupil(s) accused of bullying behaviour and any witnesses without delay.

The investigation will consider:

Nature of the Incident - whether the incident is a 'one off' or whether the incident involves any other individuals or a group of pupils, whether physical injury has been caused and who needs to be informed.

Ensuring Transparency - whether there have been any misunderstandings, whether the complaint is justified in whole or in part, whether any further action needs to be taken, and if so what action is appropriate.

## **5. Roles and Responsibilities**

### **5.1 The Local Committee**

The Local Committee is responsible for:

- Reviewing and approving this Behaviour Policy in conjunction with the Headteacher
- Monitoring the effectiveness of the policy
- Holding the Headteacher to account for its implementation.

### **5.2 The Headteacher**

The Headteacher is responsible for:

- Reviewing and approving this Behaviour Policy in conjunction with the Local Committee
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the 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 Child Protection and Safeguarding Policy to offer pupils both sanctions and support when necessary.

### 5.3 Staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the Behaviour Policy consistently
- › Communicating the expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering the impact of their own behaviour on the school culture and how they can uphold school values and expectations
- › Challenging pupils to meet the school's expectations
- › Recording behaviour incidents promptly via Arbor

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 Behaviour Policy and reinforce it at home where appropriate
- › Support their child in adhering to the 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
- › Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

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 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 agreed School Values and routines
- › The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- › The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. Pupils will be supported to develop an understanding of the 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.

## 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
- Accept sanctions when given

Our expectations regarding behaviour in school are underpinned by our agreed School Values. These are outlined below.



**Independence** is thinking for ourselves, being self-motivated in our work and taking on responsibility.

**Respect** is valuing everyone equally, being polite, taking care of our school environment and celebrating our differences.

**Teamwork** is making sure everyone is listened to and can share their ideas so that we can overcome challenges and succeed together.

**Pride** is taking care of the way we act and present ourselves so that we can be proud of our work and who we are.

**Kindness** is caring for other people's emotions, sharing what we have and making others feel valued and considered.

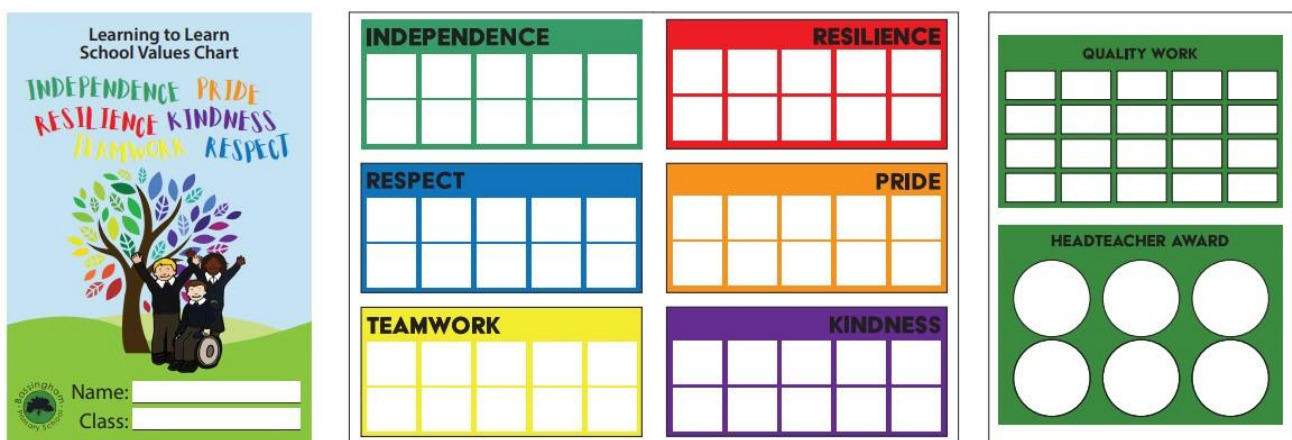
**Resilience** is taking on challenges, not giving up when things get difficult and bouncing back after mistakes.

## 7. 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.

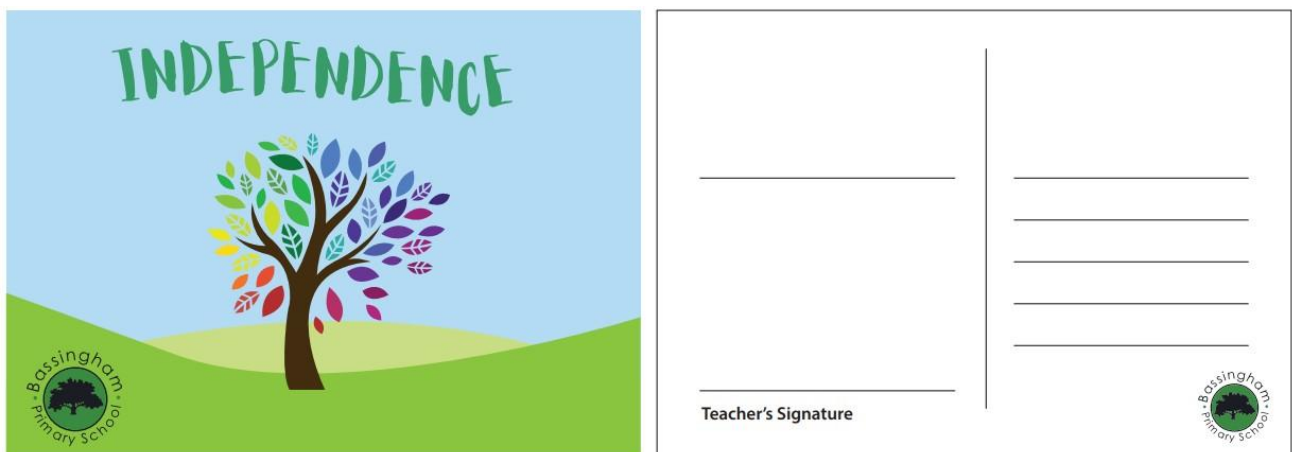
## 8. Responding to Positive Behaviour

All members of staff will respond positively to pupils who are displaying our agreed School Values. All pupils will have their own Learning to Learn School Values Chart and this will be the whole school approach to rewarding positive behaviour. An example can be found below.



**Step 1** – When pupils actively show these learning behaviours in school, they will be rewarded by gaining a Values Sticker next to the appropriate School Value that has been exhibited. Staff will verbally explain the reason for this being awarded e.g. *'Thank you for holding the door open for me, that was very respectful' or 'what a wonderful piece of work, you have taken great pride in your presentation.'*

**Step 2** – Once a pupil receives 10 Values Stickers against a specific School Value, they will receive a Values Postcard through the post. This will be celebrated with a personal message from the Class Teacher. An example can be found below.



**Step 3** – For any pupils who collect all six Values Postcards during the academic year, they will receive a Golden School Values Postcard from Mr Betts.

For examples of work or achievements where a pupil has gone ‘above and beyond’ our expectations, they will share this with Mr Betts and receive a special Headteacher Award to display on their School Values Chart.

Each Friday, we will hold our special School Values Award assembly. Class Teachers will choose two pupils per class who have displayed one of our School Values and this will be celebrated with the whole school community. This will also be shared and celebrated via our social media platforms. Pupils will also be rewarded with a special Headteacher Award as well. An example of this certificate can be found below.



## 9. Responding to Poor Behaviour

### 9.1 Restorative Practice

*‘Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all parties involved. The hypothesis being that people are happier, more cooperative and productive, and more likely to make positive changes in their behaviour when people in positions of authority do things with them, rather than to them or for them.’*

At Bassingham Primary School, we operate a Restorative Practice system of managing behaviour. The aims of Restorative Practice are as follows:

- › To resolve conflict
- › To help develop skills to build relationships
- › To explore what has happened during an incident or conflict
- › To think about who has been affected
- › To be part of coming up with the solution

The underlying principles of Restorative Practice are:

## RIP - Reprimand in Private PIP - Praise in Public

Questioning is an integral part of the Restorative Practice approach. We ask all staff members to consider the following types of questions when responding to an incident involving unwanted behaviour:

- › *What happened?*
- › *What were you thinking?*
- › *How were/are you feeling?*
- › *Who do you think has been affected?*
- › *What needs to happen/do you need to do now?*

When staff members are de-escalating incidents of unwanted behaviour, they are asked to remember some key steps in ensuring resolutions are achieved in a calm and productive manner:

- › *Consider the child's body language*
- › *Keep a distance if the child appears anxious about your proximity*
- › *Give them a sense of control over what happens next*
- › *Speak calmly – be clear and concise*
- › *Check out the how they are feeling*
- › *Be supportive, in control and non-threatening*
- › *Look for ways to divert, delay or step out of the conflict*

## 9.2 Poor Behaviour Consequences

There is an expectation that all pupils follow and display our School Values and positively promote them around school. If these are not adhered to and a child chooses to misbehave, the following consequences will follow:

**Warning** - this will be given along with a reminder of what is expected linked to our School Values with a clear explanation provided. E.g. *'Please stop shouting out when I am teaching, that is not showing respect'* or *'please stop hurting your friend, that isn't showing kindness.'* A Restorative Practice approach will be applied.

**Reflection Time** – if behaviour continues to deteriorate after the Warning, this will signify Reflection Time. This will result in time being taken away from either break or lunchtime at the discretion of the Class Teacher. Using a Restorative Practice approach, the child and the adult will revisit the incident with a focus on finding positive outcomes and solutions. Once Reflection Time has been completed, the steps outlined above will be immediately reset. This will be recorded on Arbor and parents will be informed in person or via Parent Hub before the end of the same day.

Examples of behaviour that may lead to Reflection Time:

- **Disruption** e.g. talking over the class teacher, interrupting learning of others, shouting out
- **Disengagement** e.g. not following instructions, refusing to complete work, rudeness
- **Disrespect** e.g. answering back to adults, damaging school property, inappropriate language

**Preventing Learning** – if poor behaviour/choices begin to impact on the learning of others, the pupil will be removed from the classroom and sent to the relevant Phase Leader. They will complete their Reflection Time and then return to class when ready.

**Internal Exclusion** – where Reflection Time hasn't been successful in resetting behaviour expectations, Internal Exclusion may be given. This decision will be made by the Headteacher. This is a disciplinary measure where the pupil will be removed from their regular classroom to complete work in a separate area, normally supervised by a member of the Senior Leadership Team.

The focus will be to maintain education and pupil safety. All work provided will be in line with the curriculum. Where deemed necessary, pupils may also miss their playtimes or lunchtimes as part of the Internal Exclusion. Internal Exclusions will be recorded on Arbor and parents will be invited into school for a formal meeting with the Headteacher.

Please Note: appropriate breaks from work and required toilet breaks will always be provided.

Examples of behaviour that may lead to an Internal Exclusion:

- Physical behaviour towards a pupil or member of staff
- Verbal behaviour towards a pupil or member of staff
- Persistent disruptive behaviour e.g. regular and repeated over a short period of time
- Refusal to listen to adults in school and persistent breaches of our School Values

**Suspension and Permanent Exclusion** – the following examples of behaviour may warrant the decision to suspend or permanently exclude a pupil:

- Bullying
- Physical assault against a pupil or member of staff
- Verbal abuse or threatening behaviour against a pupil or member of staff
- Use, or threat of use, of an offensive weapon or prohibited item
- Discriminatory abuse e.g. racist, homophobic, biphobic, transphobic or ableist abuse.

Further details on Suspensions/Permanent Exclusions can be found in the Trust's Suspension and Exclusion Policy. 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. A child can be suspended for a maximum of 45 days in any school year. When deciding upon the fixed length of the suspension, the Headteacher will consider the incident, previous suspensions and all strategies used prior to the incident.

Work will be provided for the suspended child to complete at home. The child is not permitted to be in public areas in school hours during the suspension. Following a fixed term suspension, there will be a re-integration meeting involving the school, child and parents/carers.

### **9.3 Recording and Reporting**

To ensure effective communication and transparency, it is important that incidents of poor behaviour are investigated and discussed with parents/carers in a timely manner. The following steps will ensure that this takes place:

- If a child has completed Reflection Time during the school day, parents/carers should be informed at the end of the day either in person or by phone by the class teacher.
- Where a child has completed Reflection Time during the school day, class teachers record this via Arbor. This can then be used to identify patterns of poor behaviour over a period of time. It will also act as an evidence base if further sanctions are required.
- Any confirmed incidents of physical or aggressive violence should also be recorded via Arbor. For any reported incidents involving physical or aggressive violence, these must be followed up and investigated in a timely manner.
- Parents/carers of both the victim and perpetrator should be informed at the end of the day either in person or by phone by the Class Teacher. This may be to provide a summary to the incident or to inform parents/carers that the investigations are ongoing.
- If staff are unable to investigate an incident in a timely manner due to teaching commitments, it will be passed onto Mr Betts (Headteacher) or Mrs McClymont (Deputy Headteacher).

## 10. Breaktime and Lunchtime Behaviour

The agreed School Values also apply during breaktime and lunchtime. The playground is an area where children use their energy, sometimes becoming over-exuberant and losing their self-control. Children should be encouraged to enjoy the outdoors, explore their environment and play imaginatively, alone or in groups. Children should be encouraged to manage, with help when necessary, their social situations positively and independently – without unnecessary interference from adults. If any game leads to unsafe or negative behaviour, the adults on duty may have to ban the game from the playground for some time.

### Recognising Positive Behaviour

- Staff (including Midday Supervisors) are encouraged to regularly praise pupils who are playing in a sensible and safe manner and who are displaying our School Values. This constant positive verbal interaction between adults and children will promote self-esteem and breed a culture of confidence within school.
- When pupils are spotted actively displaying our School Values during breaktime or lunchtime, staff (including Midday Supervisors) will remind the pupil to collect a Values Sticker next to the appropriate School Value once they return to class.
- Staff (including Midday Supervisors) will verbally explain the reason for this being awarded e.g. *'You have shown great teamwork today whilst playing basketball, well done!'* or *'thank you for looking after our equipment, that is showing respect for our belongings.'*

### Recognising Poor Behaviour

**Warning** - this will be given along with a reminder of what is expected linked to our School Values with a clear explanation provided. A Restorative Practice approach will be applied.

**Reflection Time** – if poor behaviour/choices continue to deteriorate after the Warning, this will signify Reflection Time. Staff (including Midday Supervisors) will ask the pupil to sit on the 'Timeout Bench' for five minutes Reflection Time. A Restorative Practice approach will be applied. Once the five minutes Reflection Time has been completed, the child will continue with their breaktime or lunchtime. Class Teachers must always be informed if Reflection Time has been given.

**Serious Incidents** – where a pupil displays an intentional act of physical or aggressive violence towards another child during playtime or lunchtime, all children involved will be reported directly to the Headteacher. These incidents will be followed up and investigated in a timely manner. Parents/carers of both the victim and perpetrator should be informed at the end of the day either in person or by phone. This may be to provide a summary to the incident or to inform parents/carers that the investigations are ongoing.

## 11. 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.

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.

Relevant staff receive positive handling training and use de-escalation as the outweighing strategy.

## **12. Mobile Phones and Smart Devices (updated April 2026)**

Bassingham Primary School is a mobile-phone-free environment by default, in line with the Department for Education's guidance prohibiting the use of mobile phones and similar smart technology throughout the entire school day.

### **12.1 Prohibition of Use**

- Pupils are not permitted to use mobile phones or smart devices at any time during the school day.
- Reasonable adjustments will be made where pupils require access to a device for medical monitoring or disability-related needs.

### **12.2 Exceptional Permission for Year 6 Pupils**

- Year 6 pupils may bring a mobile phone for safety reasons when walking home alone.
- Phones must be handed to the Class Teacher on arrival and collected at the end of the school day.

### **12.3 Devices Not Permitted**

- Mobile phones, smart watches with communication or recording functions, and devices capable of messaging, receiving notifications, or capturing media are prohibited.
- Devices seen or heard will be confiscated and stored securely.

## **13. Offsite Misbehaviour**

Sanctions may be applied where a pupil has misbehaved offsite 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 or residential)
- › 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 offsite, 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.

## **14. 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.

## **15. 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.

## **16. Responding 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 response will be:

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

## **17. Responding to Misbehaviour from Pupils with SEND**

### **17.1 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 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 cooperate 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.

## **17.2 Adapting Sanctions for Pupils with SEND**

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.

## **18. Pupil Transition**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the Behaviour Policy and the wider school culture. To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **19. 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.

## **20. Monitoring this Policy**

This Behaviour Policy will be reviewed by the Headteacher and Local Committee at least annually, or more frequently, if needed, to address findings from regular monitoring of behaviour data. At each review, the policy will be approved by the Local Committee.