



# Harborne Primary School

## *Behaviour Policy*

Written by:	Mrs Francis
Date:	September 2025
Position:	Head Teacher
Review Date:	September 2026
Signed by Chair of IEB:	Raj Mann
Date:	15.12.25

## Table of Contents

1.	Statement of intent.....	4
2.	Legal framework.....	4
3.	Roles and responsibilities.....	5
4.	Definitions.....	7
5.	Bullying.....	8
6.	Staff induction, development and support.....	8
7.	Social, emotional and mental health (SEMH) needs.....	9
	De-escalation strategies.....	9
8.	Behaviour curriculum.....	10
	Characteristics of Effective Learning.....	10
	Classroom management.....	10
	Classroom rules and routines.....	10
	The classroom environment.....	11
	Praise and rewards.....	12
9.	Managing behaviour.....	12
	9.1 Promoting Positive Behaviour.....	12
	Class Marbles.....	13
	9.2 The Restorative Approach and use of consequences.....	13
	Reintegration following an external suspension.....	17
	Lawful sanctions.....	18
	9.3 Preventative measures for pupils with SEND.....	18
	9.4 Pupils with an education, health and care (EHC) plan.....	18
	9.5 Use of reasonable force.....	19
10.	Sexual abuse and harassment.....	19
11.	Prohibited items, searching pupils and confiscation.....	20
	11.1 Confiscation.....	20
	11.2 Searching a pupil.....	21
	Informing the designated safeguarding lead (DSL).....	23
	Informing parents/carers.....	23
	Support after a search.....	23
	11.3 Strip searches.....	23
12.	Behaviour outside of school premises.....	25
13.	Suspected criminal behaviour.....	25
14.	Data collection and behaviour evaluation.....	26

15.	Monitoring and review.....	26
16.	Appendices .....	27
	My Behaviour Think Sheet .....	28
	Individual Behaviour Support Plan .....	30
	My Weekly Behaviour Report.....	33
	Reintegration Plan .....	34
	Characteristics of Effective Learning .....	44
	Our School Rules .....	46

## 1. Statement of intent

Harborne Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone involved with the school is expected to maintain the highest standards of personal behaviour, to accept responsibility for their behaviour and encourage others to do the same. This includes, but is not limited to, members of school staff, visitors, parents and pupils.

Our behaviour policy guides staff to model the best behaviour, teach the attributes of good learning and social behaviours to the pupils of Harborne Primary and to promote reflective practice in instances where behaviour falls below expected standards. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Working in partnership with parents, we want all our children to feel happy and safe at school, so that they can learn successfully and be proud to be a valued member of the Harborne Primary School community.

The school is committed to building a community which values kindness, care, good humour, good temper, obedience and empathy for others by:

- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Developing and modelling positive relationships with all stakeholders.
- Promoting desired behaviour through active demonstration and recognition.
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Helping learners to take control over their learning and be responsible for the consequences of it.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.

Reasonable and proportionate consequences will follow where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

The school acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and special educational needs and disabilities (SEND).

## 2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- [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](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

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

This policy operates in conjunction with the following school policies:

- Anti-bullying Policy
- Child-on-child Abuse Policy
- Pupil Home School Agreement
- Parent Code of Conduct
- Complaints Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Safeguarding and Child Protection Policy

### 3. Roles and responsibilities

Pupils will be responsible for:

- Their own behaviour both inside school and in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Arriving at school on time.
- Engaging with the opportunities the school offers.
- Treating everyone as they would want to be treated.
- Getting on with their work.
- Supporting other children.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Maintaining and modelling mutually respectful relationships in their dealings with school, as detailed in the parent code of conduct.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Getting their child/ren to school on time at the start of the day and collecting at the correct time at the end of the day.

The governing board will have overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where mutual respect, calmness, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- Ensuring this policy is published on the school website.

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing body on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Keeping Year Group Leaders, DSLs and SLT up-to-date with any changes in behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENDCo will be responsible for:

- Collaborating with the governing body, headteacher and the senior mental health lead to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Teaching and modelling expected behaviour and positive, mutually respectful relationships, demonstrating good habits.

- Handling incidents where behaviour falls below expected standards calmly and consistently and in a manner that minimises the chances of emotional acceleration.
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCo, the Headteacher and the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

Pastoral Managers will be responsible for:

- Working alongside individuals and groups of pupils experiencing behavioural difficulties
- Implementing and managing student support plans, including IBPs
- Implementing and managing Early Help Assessments
- Monitoring and taking positive steps to improve attendance and punctuality.

Year group leaders are responsible for:

- Supporting class teachers within their year groups with behaviour related incidents.
- Liaising with parents as necessary regarding behaviour incidents.
- Working alongside Pastoral Managers and the SLT to seek support and escalate incidents as necessary.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Modelling high levels of behaviour, based on mutual respect.
- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.

## 4. Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation

- **Bullying** – persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- **Possession of legal or illegal drugs, alcohol or tobacco**
- **Possession of prohibited or banned items.** These are set out in [Section 11.1](#).
- **Truancy and running away from school**
- **Refusing to comply** with disciplinary sanctions
- **Theft**
- **Verbal abuse**, including swearing, racist remarks and threatening language
- **Fighting and aggression**
- **Persistent disobedience or disruptive behaviour**
- **Extreme behaviour**, such as violence and serious vandalism
- Any behaviour that **threatens safety** or **presents a serious danger**
- Any behaviour that **seriously inhibits the learning of pupils**
- Any behaviour that requires **the immediate attention of a staff member**

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour or repeated patterns of behaviour. A more detailed list of low-level and serious unacceptable behaviours can be found in [Section 9.2](#).

## 5. Bullying

Harborne Primary believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. There is a zero-tolerance policy for bullying at Harborne Primary School.

In addition to the measures set out in this policy, a detailed breakdown of the school’s approach to preventing and responding to bullying is set out in the Anti-Bullying Policy. This can be accessed on the school’s website, here: [Harborne Primary School- Policies](#).

## 6. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

Senior leaders will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The senior leadership team and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

## 7. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education.

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

### De-escalation strategies

Where negative behaviour is presented, staff members will implement de-escalation strategies to diffuse the situation. These strategies support all pupils, but may be of particular benefit to those with SEMH needs or SEND. In many situations, they will be sufficient within themselves to encourage a high standard of behaviour. De-escalation strategies include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language (e.g. not standing with their arms crossed).
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation (e.g. that if they stop the behaviour, then the consequences will be lessened).
- Rephrasing requests made up of negative words with positive phrases (e.g. instead of 'Don't run', saying 'Please walk').

## **8. Behaviour curriculum**

The school teaches an explicit behaviour curriculum: the routines, habits and norms that enable a calm, safe climate for learning. These are taught, modelled and rehearsed each September and revisited weekly and after school breaks.

### **Characteristics of Effective Learning**

Positive behaviour will be taught to all pupils as part of our Characteristics of Effective Learning project, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. The Characteristics of Effective Learning can be found in Appendix 5.

Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The Characteristics of Effective Learning focus on defining positive learning behaviours and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routines will be used to teach and reinforce expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

### **Classroom management**

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the Home School Agreement, which requires pupils to:

- Arrive at school on time
- Engage with the opportunities the school offers, e.g., fundraising
- Treat everyone as they would want to be treated
- Behave themselves
- Get on with their work
- Support other children

### **Classroom rules and routines**

The school has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

Our rules for happy and purposeful classrooms are:

- We are respectful
- We aim high and challenge ourselves
- We try new things and persevere
- We believe in ourselves
- We achieve!

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The Headteacher will ensure all teachers understand classroom rules and routines and how to enforce them, including any sanctions for not following the rules.

Teachers will support pupils to understand and follow classroom rules and routines. Teachers will inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom rules have been devised, pupils will be provided with a classroom rules agreement which they are required to read and sign. All rules outlined in the classroom rules agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school – teachers will ensure that pupils understand this.

For younger pupils, parents will read the Home School Agreement with their child and sign it on their behalf.

### **The classroom environment**

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.

- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

### **Praise and rewards**

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project

Further information about rewards and consequences at Harborne Primary School are set out below.

## **9. Managing behaviour**

We expect the highest standards of behaviour at Harborne Primary School so that the children can benefit from our quality first teaching and the educational experiences on offer.

In order to meet our objectives and maintain these high standards, we follow a restorative approach to behaviour management. Appropriate behaviour is constantly reinforced with positive encouragement and praise; inappropriate behaviours are corrected within a supportive and nurturing framework.

### **9.1 Promoting Positive Behaviour**

When giving praise, teachers will ensure that they define the behaviour that is being rewarded; the praise is given immediately following the desired behaviour; the way in which the praise is given is varied; praise is related to effort, rather than only to work produced; perseverance and independence are encouraged and that the praise given is always sincere and is not followed with immediate criticism.

The table below sets out a non-exhaustive list of positive behaviours that the school seeks to encourage, along with the praise that may result.

Behaviours	Actions	
	EYFS & KS1	KS2
<ul style="list-style-type: none"> <li>• Showing any of the Characteristics of Effective Learning</li> <li>• Kindness</li> <li>• Good listening</li> <li>• Sharing</li> <li>• Being helpful to other children/adults</li> <li>• Perseverance</li> <li>• Achieving a personal target</li> <li>• Good learning and participation in school life during the week</li> </ul>	<ul style="list-style-type: none"> <li>• Sticker</li> <li>• Show other children</li> <li>• Show another adult</li> <li>• Marble in the class jar</li> <li>• Family member told at the end of the day</li> <li>• Star of the Week Certificate</li> <li>• Attendance Certificate</li> <li>• Headteacher’s Award</li> </ul>	<ul style="list-style-type: none"> <li>• Sticker</li> <li>• Show other children</li> <li>• Show another adult</li> <li>• Marble in the class jar</li> <li>• Family member told at the end of the day</li> <li>• Star of the Week Certificate</li> <li>• Attendance Certificate</li> <li>• Headteacher’s Award</li> </ul>

### Class Marbles

Every class will work collaboratively to collect marbles in their jar. These will be awarded by adults when they notice good behaviours (e.g. lining up in a calm manner, speedy tidying up, being well-occupied during wet playtime). The ‘marbles’ might be a paper display so that adults can show and celebrate the name of the child who has earned the marble for the class or a physical jar in the room. There will be consistency within year groups regarding jar displays and how many marbles are needed to fill the jar. Upon achieving a full jar, the class will get a treat (e.g. extra time on the Tyre Park, big equipment on the playground for a session, a class game). When filled, marble jars will be replaced so that children can work towards another treat.

### 9.2 The Restorative Approach and use of consequences

Behaviour at Harborne Primary School is of a very high standard; however, on the rare occasions that relationships break down, the Restorative Approach focuses on an obligation to repair the harm done, within a continuum of respect and support. Parents/carers are involved in this when required.

Class teachers work with their classes each September to establish safe, fair and respectful behaviour within the school. It follows from our School Rules that bullying, racism and sexual harassment are not tolerated at Harborne Primary School and we deal with such incidents seriously, involving parents.

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Reported incidents of a recurring or serious nature (stages 2, 3 and 4 in the table below) will be recorded on CPOMs to help identify pupils whose behaviour may indicate child on child abuse, potential mental

health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL or deputy DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following escalation of consequences will be applied. Decisions on consequences are ultimately at the discretion of the Headteacher.

Stage	Behaviour	Consequence	Procedure	People Involved
1 <i>Low level unacceptable behaviours</i>	<ul style="list-style-type: none"> <li>• Not on-task or avoiding learning</li> <li>• Not completing classwork or homework</li> <li>• Disrupting others and talking in class</li> <li>• Not following instructions</li> <li>• Poor choices on the playground</li> </ul>	<ul style="list-style-type: none"> <li>• In-moment restorative conversations (not recorded)</li> <li>• Polite reminders of behaviour expectations</li> <li>• Thinking/calming time</li> <li>• Individual working space</li> <li>• Catch-up on missed work</li> </ul>	Teaching staff address concerns as they arise	Class teacher or teaching assistant
2 <i>Persistent or escalated low level unacceptable behaviours</i>	<ul style="list-style-type: none"> <li>• Repeatedly not on-task or avoiding learning</li> <li>• Repeatedly disrupting others</li> <li>• Inappropriate words or conversations</li> <li>• Hurting someone's feelings (eg teasing)</li> <li>• Hurting someone physically by thoughtless actions</li> <li>• Lack of respect for</li> </ul>	<p>Miss part of lunchtime or story time for a restorative conversation</p> <p>In addition, the following may take place:</p> <ul style="list-style-type: none"> <li>• Thinking/calming time</li> <li>• Apologise with sincerity</li> <li>• Catch-up on missed work</li> <li>• Take action to be kind towards person affected/hurt/upset, repair any damage to the relationship</li> </ul>	<p>Teaching staff refer the child to the Pastoral Team, by typing the class and 'RC' into the All Staff Microsoft Teams channel.</p> <p>The duty member of staff collects the child for a restorative conversation at the start of lunchtime (for am incidents) or during story time (for pm incidents). They complete <a href="#">the appropriate form in Appendix 1</a>, decide a</p>	<p>Class teacher or teaching assistant</p> <p>Pastoral team (rota of SLT and pastoral staff)</p> <p>Parents/carers</p>

	<p>people or property</p> <ul style="list-style-type: none"> <li>• Not making a safe choice</li> <li>• Not accepting help to make a better choice</li> <li>• Graffiti</li> </ul>	<ul style="list-style-type: none"> <li>• Coaching and mentoring from pastoral team or SLT</li> <li>• Removal of privileges</li> </ul>	<p>consequence and log the incident and RC form on CPOMS.</p> <p>The class teacher speaks to parents/carers at the end of the day to inform them.</p>	
<p>3 <i>Serious unacceptable behaviours</i></p>	<ul style="list-style-type: none"> <li>• Swearing</li> <li>• Being rude or shouting rudely</li> <li>• Constant disruption to people or learning</li> <li>• Deliberately physically hurting someone</li> <li>• Intentionally taunting or causing emotional hurt</li> </ul>	<p>Meet with a Senior Leader to discuss the incident</p> <p>In addition, the following may take place:</p> <ul style="list-style-type: none"> <li>• Thinking/calming time in another supervised, safe space for example another classroom within Year Group</li> <li>• Apologise with sincerity</li> <li>• Catch-up on missed work</li> <li>• Taking action to be kind towards person affected/hurt/upset, repair any damage to the relationship</li> <li>• Individual Behaviour Plan identifying specific targets, rewards and consequences</li> <li>• Meeting with parents/carers</li> </ul>	<p>The child should be escorted to the Senior Leader immediately after the incident has taken place.</p> <p>The Senior Leader will talk with the child, decide on a consequence and record on CPOMS.</p> <p>Parents/carers will be informed in person or by phone.</p>	<p>Headteacher or Deputy Headteacher or delegated Senior Leader</p> <p>Parents/carers</p>
<p>4 <i>More serious unacceptable behaviours</i></p>	<ul style="list-style-type: none"> <li>• Repeated incidences of behaviours set out in Stage 3</li> <li>• Inflicting deliberate, serious, physical pain or injury</li> <li>• A single serious</li> </ul>	<p>Meet with the Headteacher or Deputy Headteacher to discuss the incident</p> <p>As a result, the following consequences may be applied at the discretion of the Headteacher:</p> <ul style="list-style-type: none"> <li>• Individual Behaviour Plan identifying</li> </ul>	<p>The child should be escorted to the Headteacher or Deputy Headteacher immediately after the incident has taken place.</p> <p>The Headteacher or Deputy Headteacher will</p>	<p>Headteacher or Deputy Headteacher</p> <p>Parents/carers</p>

	<p>behaviour or extreme reaction</p> <ul style="list-style-type: none"> <li>• Posing immediate danger to themselves or others</li> <li>• Discriminatory language</li> <li>• Harassment</li> <li>• Vexatious behaviour</li> <li>• Bullying</li> <li>• Cyber bullying</li> <li>• Deliberate destruction to property</li> </ul>	<p>specific targets, rewards and consequences</p> <ul style="list-style-type: none"> <li>• Staff support by another member of staff (SLT, pastoral manager or SENDCo)</li> <li>• Formal meetings with parents/carers</li> <li>• Formal Restorative Conversation with DHT/HT and parents/carers</li> <li>• Thinking time out of class for example with the pastoral manager or member of SLT.</li> <li>• Internal suspension – the pupil will spend part of the day or a number of break and lunchtimes supervised by a member of SLT or the pastoral team.</li> <li>• External suspension – the pupil will be sent home for a fixed period of time.</li> <li>• Permanent exclusion – the pupil will be permanently removed from the school.</li> </ul> <p>The following support may also be put in place, at the Headteacher’s discretion:</p> <ul style="list-style-type: none"> <li>• Referral to the City of Birmingham for behaviour support</li> <li>• Early Help referral</li> </ul>	<p>talk with the child, decide on a consequence and record on CPOMS.</p> <p>A meeting will be arranged with parents/ carers to discuss the incident, consequences and steps to prevent a repeat incident.</p>	
--	--	--	---	--

Following Stage 3 or 4 incidents, the following will apply:

- An assessment will be carried out to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, pastoral support will be put in place.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place and support the pupil to improve their behaviour.
- For Stage 4 incidents, the headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- In the event of a suspension or exclusion, the school will follow DfE guidance in full, including parent notification without delay, statutory governing body/LA notifications, education from day 6, consideration of SEND/CLA/protected characteristics, record-keeping, reintegration, and application of cancellation rules where appropriate. See the Suspension & Exclusion Policy for procedures.

### **Reintegration following an external suspension**

To support the successful reintegration and improved behaviour of a pupil following an external suspension, the following measures will apply on their return to school:

- A meeting will be held between the pupil, their parents/carers and the Headteacher (or a senior member of staff designated by the Headteacher) on the day of return to school to welcome the pupil back into school and discuss any reflections that they have had during their period of suspension. In addition:
  - A reintegration plan will be agreed by the pupil, their parents/carer and the senior member of staff (a template for the reintegration plan can be found in [Appendix 4](#)).
  - This reintegration plan will set out behaviour targets, support required to achieve them, agreed timescale and means of review. It will be uploaded to CPOMS.
  - The completed reintegration plan will be signed by the pupil (where age-appropriate), their parents/carers and the senior member of staff, who will be responsible for sharing the contents of the plan with relevant staff members and monitoring its implementation.
  - Throughout this process, consideration will be given to any reasonable adjustments need to be made to support the pupil. If unidentified SEND is suspected by the pupil, parents/carers or school staff, the SENDCo may evaluate a pupil to determine whether they have any underlying needs that are not currently being met.
- Where necessary, either after a review point or at any point deemed appropriate by the Headteacher, the reintegration plan may be adjusted to ensure that support for the pupil is appropriate. Parents/carers will be informed of any changes that are made and the reasons for these.

It is our aim that these measures will support a pupil to improve their behaviour and successfully reintegrate into school life. However, following further incidents of unacceptable behaviour, the headteacher will consider whether additional suspensions or permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy. Alternative options, such as a managed move or off-

site direction to improve behaviour, will be considered where appropriate, in line with the Suspension and Exclusion Policy.

### **Lawful sanctions**

For disciplinary sanctions to be lawful, the school will ensure that:

- The decision to sanction a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to sanction a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to sanction a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors (e.g. bullying, safeguarding or home life issues).

### **9.3 Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned.

Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

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 the plan and review it on a regular basis.

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

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

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

### **9.5 Use of reasonable force**

[DfE guidance on the use of reasonable force](#) makes it clear that all members of staff can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Harborne Primary staff members have been trained to use positive handling techniques, which will only be used as a last resort and as a means of keeping pupils and staff safe. Where force is used, it will be reasonable in the circumstances- meaning that no more force than is required will be used. Force will never be used as a punishment.

School staff will use their professional judgement of the incident to decide whether physical intervention is necessary. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the most senior member of staff present, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. The use of physical intervention will be recorded on CPOMS.

Where a suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day. Any incidents of physical intervention will be recorded in the school's bound books, kept in the Headteacher's office on both sites.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates a suspension, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

## **10. Sexual abuse and harassment**

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. This includes sexual abuse and harassment directed towards members of staff.

The school's procedures for handling child-on-child abuse and harassment are detailed in the Child-on-Child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding and Child Protection Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

## **11. Prohibited items, searching pupils and confiscation**

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). The school does not have any screening arrangements in place for pupils.

### **11.1 Confiscation**

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

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

Prohibited items are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or - To damage the property of any person, including the pupil themselves.

The school also identifies the following as prohibited items:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

## 11.2 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 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 a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

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

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

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

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

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

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in [Section 11.1](#), but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'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
- Lockers
- 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 (listed in [Section 11.1](#)) and items identified in the school rules.

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

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

### **Searching electronic devices**

Staff may examine any data or files on an electronic device they have confiscated as a result of a search if there is good reason to do so.

In determining whether there is a 'good reason' to examine the data or files, the member of staff should reasonably suspect that the data or file on the device has been, or could be used, to cause harm, undermine the safe environment of the school and disrupt teaching, or be used to commit an offence.

If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response.

If a member of staff finds any image, data or file that they suspect might constitute a specified offence, then they must be delivered to the police as soon as is reasonably practicable.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

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

The staff member who carried out the search of a pupil, their possessions or an electronic device 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 11.1](#)
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items (listed in [Section 11.1](#)), 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 (listed in [Section 11.1](#)). 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.

## **11.3 Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

## **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **12. Behaviour outside of school premises**

Pupils at the school must agree to represent the school in a positive manner. The guidance in this policy will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying (including cyberbullying) witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-Bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Policy.

Where appropriate, the school will take advice from School and Governor Support.

## **13. 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.

## **14. Data collection and behaviour evaluation**

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the senior leadership team. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

## **15. Monitoring and review**

This policy will be reviewed by the Headteacher and senior leaders on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

## **16. Appendices**

[Appendix 1: Restorative Conversation template \(2 versions\)](#)

[Appendix 2: Individual Behaviour Support Plan template](#)

[Appendix 3: Weekly Behaviour Report template](#)

[Appendix 4: Integration Plan template](#)









[Appendix 5: Characteristics of Effective Learning](#)

[Appendix 6: Our School Rules poster](#)









## My Behaviour Think Sheet

Draw what happened:	Why was this behaviour not acceptable?	
	This behaviour was not safe	
	This behaviour was unkind	
	This behaviour hurt someone	
	This behaviour damaged something	
	This behaviour disrupted learning	
	This behaviour did not follow our School Rules	

### How were you feeling when this happened?

							
angry	sad	worried	frustrated	confused	fed-up	jealous	tired

### Circle some things that you could do if you feel like this again:

							
Say, "Stop! I don't like it."	Talk calmly	Take three deep breaths	Count to ten	Walk away	Think before acting	Choose kindness	Say how you feel

What do you need to do now?

Signed (pupil):	Signed (teacher):
-----------------	-------------------

# My Behaviour Think Sheet

Name: \_\_\_\_\_

What happened?

Do you know why it happened?

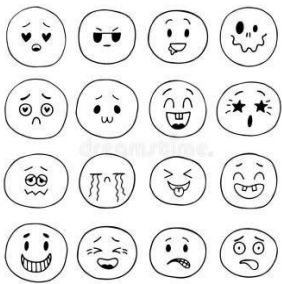
Who was impacted and how?

Does anything need to happen now?

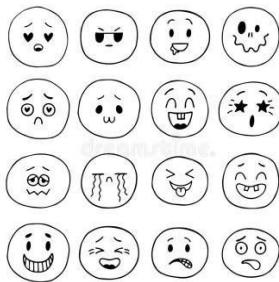
What went wrong?

What will you do next time?

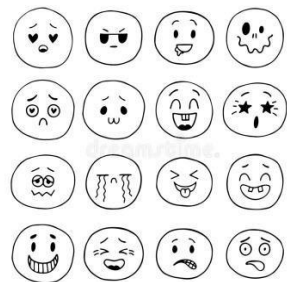
## How did you feel?



Before



During



After



## Individual Behaviour Support Plan

<b>Pupil name</b>	<b>DOB</b>	<b>Year/Class</b>	<b>SEN status</b>	<b>Plan start</b>	<b>Review date</b>
<b>Parent/Carer(s)</b>		<b>Key staff</b>		<b>Other info (e.g., EAL/PP)</b>	
Consent to share with outside agencies (Yes/No):					

### Strengths & Interests / Pupil & Parent Voice

*Summarise what the pupil enjoys, is good at, and what they say helps them. Include parent/carers views*

### Summary of Needs & Concerns

*Briefly outline needs (e.g., SEMH, communication, SEN) and any relevant safeguarding considerations*

### Functional Understanding of Behaviour (What, When, Why)

Behaviours of concern (be specific)	Contexts/triggers & early warning signs	Likely function/purpose (your best hypothesis)

**SMART Targets (3)**

Target	Baseline	Success criteria & measure	Strategies to teach/coach	By whom & by when

**Support & Strategies**

Proactive adjustments (environment, routines, relationships)	Teaching & reinforcement (skills coaching, curriculum)	Responsive & safety plans (if things escalate)

**Reasonable Adjustments & Resources**

Specify reasonable adjustments (Equality Act) and resources required (e.g., visuals, sensory tools, movement breaks).

**Outside Agencies & Multi-Agency Support**

Service/Agency	Contact & frequency	Focus of support	Lead professional	Consent on file (Y/N)


**Home–School Partnership & Communication**

How will school and home communicate about progress (e.g., daily book, weekly check-ins)? How will consistency be maintained?

**Monitoring & Review**

Date	What was reviewed (data/notes)	Progress vs targets	Changes to plan	Next review date

**Roles & Responsibilities**

Role	Name	Key responsibilities on this plan	Signature/date

Pupil understood/involved in plan?  Yes  No    Parent/carer agreed?  Yes  No

## My Weekly Behaviour Report

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

*Teachers should complete the report below to indicate whether, for each session, the behaviour targets in the Individual Behaviour Plan were achieved 😊 partially achieved 😊 or not achieved 😞. This will help to identify any patterns that might lead to more targeted support. The Behaviour Report should be shared with parents/carers at the end of each day to inform them of the pupil's progress. At the end of the week, the report should be shared with a member of SLT for their feedback. The member of SLT will upload each week's behaviour report to CPOMS.*

	Morning Lessons 1	Morning Play	Morning Lessons 2	Lunch	Afternoon Lessons	Teacher comment:	Parent/carer comment:
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Senior Leader comment: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Reintegration Plan

Date of reintegration meeting:

Review date:

People present (names/roles):

### PUPIL DETAILS

Pupil's name:

Year group/class:

Name of parent/carer:

Is the pupil subject to a child protection plan?

Is the pupil a looked-after or previously looked-after child?

Is the pupil identified as having special educational needs (SEN) and/or a disability?

Does the pupil have an education, health and care (EHC) plan?

## DETAILS OF SUSPENSION

Date of suspension:

Date of return to school:

Number of days suspended:

Reason for suspension:

Details of any previous suspensions:

Total number of instances and days suspended this term:

Total number of instances and days suspended this academic year:

Provision during suspension (e.g. work provided, alternative provision, intervention from counselling/behaviour/SEND/safeguarding services):

## REVIEW OF CURRENT ATTENDANCE

### Attendance this term

Number of days absent:

Attendance (%):

### Attendance this year

Number of days absent:

Attendance (%):

REVIEW OF ACADEMIC PROGRESS

Latest teacher assessment judgements:	Latest standardised judgements:	Teacher comments:
Reading: Writing: Maths: Phonics (if relevant):	Reading: Writing: Maths: Phonics (if relevant):	

PARENTS/CARERS AND PROFESSIONALS INVOLVED WITH THE CHILD

Name:	Role and organisation:	Attended reintegration meeting? (Y/N)	Contact details:	If a reduced timetable is agreed as part of the reintegration strategy, have they been informed? (Y/N)

## Targets and provision

TARGETS FOR BEHAVIOUR AND LEARNING				
Area for development	Current score (out of 10)	Target score (out of 10)	How will we achieve this?	Timescale/review date

AGREED SUPPORT				
Type of support	Support lead	Frequency	How will the impact be assessed?	

AGREED SUPPORT

Is the pupil on a reduced timetable? (Y/N)			

Details of reduced timetable arrangements (delete if not applicable)

WHY ARE WE USING A REDUCED TIMETABE?

WHAT RISKS ARE THERE OF THE REDUCED TIMETABLE ON THE PUPIL'S NEEDS?

WHAT STEPS ARE WE TAKING TO MITIGATE THESE RISKS?

HAS [BIRMINGHAM'S GUIDANCE ON PART TIME TIMETABLES](#) BEEN CONSIDERED AND FOLLOWED?

HAS BIRMINGHAM COUNCIL BEEN INFORMED OF THE PART TIME TIMETABLE [VIA THIS FORM](#)?

Week beginning:	Mon		Tues		Wed		Thurs		Fri		Total hours in lessons:
	am	pm	am	pm	am	pm	am	pm	am	pm	
Start date:						Planned end date:					
Review meeting details:											

## Additional comments

PUPIL'S COMMENTS

PARENTS'/CARERS' COMMENTS

SCHOOL'S COMMENTS

Signed \_\_\_\_\_  
(pupil)

Signed \_\_\_\_\_  
(parent/guardian)

Signed \_\_\_\_\_  
(school)

## Annex 1: Pupil copy of reintegration plan

My name:	My class:	
Date of suspension:	Date of return to school:	Number of days suspended:
Why was I suspended?		

My targets	My current score (out of 10)	My target score (out of 10)	How will I achieve this?	When will we check on this?

How will the school help me?	Who will help me?	How often will we do this?

My comments	My parents'/carers' comments	The school's comments

Signed \_\_\_\_\_  
(pupil)

Signed \_\_\_\_\_  
(parent/guardian)

Signed \_\_\_\_\_  
(school)

## Annex 2: Parents'/carers' copy of reintegration plan

My name:	My child's name:	
Date of suspension:	Date of return to school:	Number of days suspended:
Why was my child suspended?		

My child's targets	Current score (out of 10)	Target score (out of 10)	How will they achieve this?	When will we check on this?

What support will the school provide?	Staff member responsible	Frequency


My child's comments	My comments	The school's comments


Signed \_\_\_\_\_  
(pupil)

Signed \_\_\_\_\_  
(parent/guardian)

Signed \_\_\_\_\_  
(school)


## Characteristics of Effective Learning

Playing and Exploring: Playful Parrot		
	Finding out and exploring	I engage in open ended play
		I can use my senses to explore the world around me
		I show particular interests
	Playing with what they know	I can pretend objects are things from my own experience
		I represent my experiences in play
		Taking on a role in their play
		Acting out experiences with other people
	Be willing to 'have a go'	I show a 'can do' attitude
		I seek out challenges
		I initiate my own activities
		I take risks, engaging in new experiences, and learn by trial and error

Active Learning: Motivated Magpie		
	Being involved and concentrating	I can maintain focus on an activity for a period of time
		I show high levels of energy and fascination
		I am not easily distracted.
		I pay attention to details
		Showing a deep drive to know about people and their world.
	Keeping on trying	I persist with an activity when facing a challenge
		I bounce back after difficulties

		I believe that more effort or a different approach will pay off.
	Enjoying achieving what they set out to do	I show satisfaction when I meet my own goals
		I am proud of how I have accomplished something
		I enjoy meeting challenges for their own sake rather than external rewards or praise.

**Creative and Critical Thinking: Thinking Owl**

	Finding out and exploring	I can make predictions
		I test my own ideas
		I develop my ideas of grouping, sequences, cause and effect
		I make links and notice patterns
	Making Links/Building Theories	I think of my own ideas
	Choosing ways to do things/Working with ideas	I find new ways to do things
		I find ways to solve problems
		I change strategy as needed
		I plan, make decisions about how to approach a task, solve a problem and reach a goal
		I check how well my activity is going
		I review how well my approach has worked

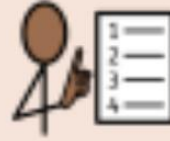
# Our School Rules



Our



School



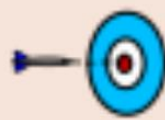
Rules



We are respectful



We



aim



high



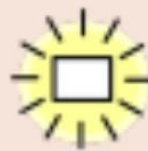
and challenge ourselves



We



try



new things



and persevere



We



believe



in



ourselves



We



achieve!