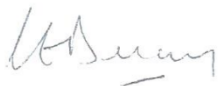




Bellevue Place

E D U C A T I O N T R U S T

BPET Behaviour Policy **Including Mobile Phone Policy**

Signed:	
Chair of Trust Board:	Claire Delaney
Approved:	1 September 2025 Updated 1st February 2026
Renewal:	Every 2 Years
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1. Bellevue Place Education Trust – Our commitment

Learn, Enjoy, Succeed

BPET is a growing family of autonomous schools that strive for excellence for the communities they serve. Our staff are empowered to balance academic rigour and curricular breadth to inspire confidence, creativity and respect. Our pupils are at the heart of everything we do as to LEARN, ENJOY and SUCCEED.

LEARN

We offer a breadth and ambition of provision that supports an exceptional academic education, nurturing every child's learning journey – regardless of ability, background or special educational needs – and helping them develop a lifelong passion for learning.

ENJOY

We believe learning should be enjoyable, and that through this enjoyment children develop life-long learning habits. We achieve this by creating opportunities for all children to reach their full potential at school, and to enjoy school life – helping to ensure pupils grow into happy, independent and confident learners.

SUCCEED

We strive for excellence, aiming to ignite ambition, aspiration, pride and a desire to contribute to society. We prepare our pupils to approach life with confidence, purpose and integrity.

Working together: the BPET way

We achieve far more by learning, supporting and collaborating within and across our network of schools and communities. We do so with an unwavering and shared commitment to equality, diversity, inclusion, and respect.

2. Introduction

BPET's behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across its schools. Good behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond the academy gate.

This policy outlines the high behavioural standards BPET expects from all our pupils, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with BPET's exclusions policy, anti-bullying policy, SEND, searching, screening and confiscation policy, and safeguarding and child protection policy, all of which can be found on the school's websites.

This policy reflects the principles set out in the DfE's *Behaviour in Schools: Advice for headteachers and school staff* (2022) and *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England* (2023).

3. Aims and Objectives

By setting high standards of expected behaviour, BPET and its schools aim[s] to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;
- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
- enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the Trust community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the academy environment is challenging or who may find friendship and co-operation difficult.

4. Application of Policy

This policy applies to all members of the BPET community. BPET uses CPOMs or Arbor to track and monitor pupil behaviour and how parents will be kept updated about pupil behaviour. Each school within BPET will apply sanctions within this policy for behaviour that takes place outside of school premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of school hours are reported to the school.

When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school, staff will consider:

- whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or
- the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school and/or BPET.

5. Roles and Responsibilities

All members of the BPET community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the BPET community are set out in detail below.

6. Board of Trustees

The Trustees will work with the Central Team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its schools. Trustees will monitor and evaluate the impact of the policy and will hold the CEO and Director of Education to account for its implementation.

7. The Chief Executive /Director of Education

The CEO/Director of Education will ensure that this Behaviour Policy is applied consistently across the schools within BPET and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

8. Headteacher

Each school's Headteacher, with support from their Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom (to work in another space for a short time to calm down and reflect) is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. Any removal from the classroom is short-term, supportive and age-appropriate. The Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline. The Headteacher will monitor and evaluate behaviour information, including information about bullying to identify trends in behaviour. This information will be used to agree appropriate actions so that excellent behaviour is maintained.

9. Staff

All staff will:

- communicate the contents of this policy to all pupils and parents to ensure that BPET's expectations are transparent to all pupils and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this by for example within assemblies, part of PSHE and discussed as part of pupil induction.

- apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- make reasonable adjustments for disabled pupils as required;
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
- challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct;
- record incidents of poor behaviour and any given sanctions in the pupil's behavioural log;
- provide praise, rewards and reinforce positive behaviour;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole BPET community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
 - more frequent engagement with parents;
 - home visits;
 - mentoring and coaching;
 - report cards;
 - time in a pupil support unit;
 - engaging with local partners and agencies to address specific challenges;
 - consideration of whether a multi-agency assessment referral is required e.g. Early Help or an Education Health and Care Plan; and/or]

- designing an Individual Behaviour Plan with set targets and support strategies embedded within;
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- set, mark and monitor homework and provide facilities for children to do homework in the school if required;
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

10. Parents

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy;
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;
- work with the school in support of their child's learning;
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour and adhere to any parenting contracts put in place;
- inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning;
- attend Parents' Evenings and discussions about their child's progress, if reasonably possible; and
- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

11. Pupils

The rights and responsibilities of pupils are set out at the Annex to this policy along with a list of the school rules to which all pupils must adhere. Reminders of the school rules and expected standards of behaviour are up on walls in classrooms and situated around the school. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

12. Rewards

BPET believes that it is important to encourage good conduct throughout the schools by celebrating and rewarding good behaviour.

Sanctions

Where a pupil's conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. The school will impose sanctions (also known as 'disciplinary penalties') in response to pupil misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.

The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The school uses a range of sanctions in response to incidents of poor behaviour. These sanctions could include:

- verbal reprimand;
- requiring a written apology;
- confiscation of a pupil's property;
- missing break time;
- extra work or repeating unsatisfactory work until it meets the required standard;
- the setting of written reflections/drawing a reflection sheet
- school-based community service or imposition of a task – such as picking up litter, weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti;
- loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular school events such as sports day or celebration events;
- internal exclusion;
- regular reporting and monitoring, including early morning check ins with a trusted adult at the start of the day; specific behaviour checks; liaising with parents;
- removal from a class or groups;
- education off-site for a designated period;
- suspension or permanent exclusion.

School staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This

might include the designated safeguarding lead making enquiries into circumstances outside of the school and/or having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. BPET recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the Virtual School Head for looked after children, regarding students' behaviour when necessary. When a sanction is imposed, parents will be informed in writing.

BPET encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.

The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow BPET's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.

Under no circumstances will illegal or inappropriate items be tolerated in the school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:

- verbal abuse to staff and others;
- verbal abuse to pupils;
- physical abuse to/attack on staff;
- physical abuse to/attack on pupils;
- any form of bullying (to the extent not covered above);
- indecent behaviour;
- damage to property;
- gambling on school property;
- recording or taking images of pupils or staff without their express consent;
- consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including "legal highs";
- carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason;
- theft;
- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- carrying an offensive weapon;

- arson;
- unacceptable behaviour which has previously been reported and for which the school sanctions and other interventions have not been successful in modifying the pupil's behaviour;
- malicious allegations against staff;
- racist, sexist, homophobic or other forms of discriminatory behaviour;
- persistent truancy/lateness;
- possession of items prohibited under the school rules

Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

During the period of removal the pupil will receive continual, supervised education in a suitable environment. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the BPET Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

14. Pupils with Special Educational Needs and/or Disabilities

In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

- An Individual Behaviour Plan will be developed by the school outlining strategies and interventions to ensure that a pupil with SEND understands the school's expectations in relation to behaviour, and reaches those expectations.

BPET is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the respective school will do all it can to ensure that the pupil receives appropriate support. BPET is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. BPET will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the respective school on the facts of the situation.

An Individual Behaviour Plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read BPET's special educational needs policy/ SEN Information Report for more information.

The respective school will, as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

15. Investigating Incidents

Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

BPET uses Close Circuit Television ("CCTV") within the majority of its premises. One reason why BPET uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural

incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see BPET's CCTV policy and privacy notices for more information.

When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

In exceptional circumstances, pupils may receive a suspension pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

16. Search, seizure and confiscation

If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by the Headteacher or staff authorised by them. Staff will follow the BPET Searching, Screening and Confiscation Policy when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

17. Use of reasonable force

BPET strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

This power extends to times when staff are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

All incidents of physical intervention, not just those related to helping a pupils calm down, must be reported to parents "on the same day or as soon as is reasonably practicable

18 Bullying

BPET will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying, in line with the BPET Anti-Bullying Policy. 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. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

BPET wants to make sure that all pupils feel safe in the school and are accepted into the BPET community. BPET's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. BPET practices a preventative strategy to reduce the chances of bullying. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the respective school will:

- take it seriously;
- investigate as quickly as possible to establish the facts;
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher;
- provide support and reassurance to the victim;
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions;
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used;
- consider whether suspension or exclusion is appropriate in light of the circumstances.
- Where necessary and appropriate, provide support to pupils through external agencies

BPET believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its schools. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the BPET community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

19. Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. BPET will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

20. Trips and residentials

If a pupil is suspended or excluded during a time when a school trip or residential is due to take place, no refunds for these trips or residentials will be issued to the family of the pupil.

21. Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Headteacher in accordance with BPET's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

22. Approval by the Bellevue Place Education Trust Board

The Headteacher and BPET will review this policy statement annually and update it in consultation with key staff, in line with current best practice as s/he considers necessary.

Appendix A - School Local Adaptation – Braywick Court School

Aims

We aim to create an environment which expects and promotes positive behaviour as the basis for effective learning. We recognise that children's behaviour is a form of communication and therefore we use a therapeutic and research informed approach based around positive reinforcement and recognised neuroscience approaches: Our golden rule is:

Everyone will treat one another with care, kindness and respect whilst keeping ourselves and others safe.

Class Rules

Each class will agree on a set of Class Rules during the first week of each academic year. And the school rules will be generated and agreed at the first assembly. These will be displayed in the classroom and used to reinforce expectations whenever necessary.

Rewarding good behaviour / work

We recognise and celebrate positive behaviour by:

- Verbal praise which is specifically linked to what has been done well
- Celebrating a child's achievements with the rest of the class
- Giving out stickers
- Awarding House Points
- Sharing praise comments with parents
- Sending to another member of staff for praise
- Awarding certificates
- Postcard home
- Wow card from Head Teacher
- Additional reward-based activities e.g. positive visits to see the SLT, extra playtime etc.

Houses

Pupils and staff are all members of Houses which the children have chosen the names for :

- Hawks
- Eagles
- Falcons
- Kites

House Points

House Points are the main 'currency' of rewards for pupils on a day to day basis.

- Adults are able to award one House Point at a time to a pupil for positive behaviour or good work inside or outside of class.
- House Points are kept as totals for pupils and added to the overall House's total once a week.
- House Points are also awarded for winning Inter-House competitions, which are run regularly throughout the school year.

Class based/staff-based rewards

Children will get a variety of rewards.

These include:

Class behaviour reward system

Head Teacher's Award (WOW Cards)

Extended Schools rewards, including stickers, certificates and trophies

Celebration Assembly

Celebration Assembly will be held first thing on Friday mornings. This assembly will reinforce our high expectations for hard work and behaviour by giving recognition to all children who have achieved an award of some kind that week.

Dealing with misbehaviour

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with this school behaviour policy. The first priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and schools may use pre-agreed scripts and phrases to help restore calm. The school have applied attachment aware principles including emotion coaching practices based on research of John Gottman (1977) and Attachment awareness training via AFC (RBWM Achieving For Children). These are known as the CALM approach. The school incorporates calm spaces and emotional coaching when responding to misbehaviour and dysregulation-The Library, Head teachers office the KS2 library (launch pad) and the nest.

Connect

- Tune in to the child's feelings and your own

Acknowledge

- Validate the feeling and label them. Name it, to tame it!

Limits (if necessary)

- Remind the child of acceptable/unacceptable behaviours

Make a Plan

- Problem solving and finding solutions!

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour. The school follows the working models and principles of Louise Bomber; known as the 4Rs. Regulate, Relate, Reason and Repair.

The First R Is Regulate: -

We need to remember that self-regulation is taught and some of these children may have not had the experience and support to learn this. We need to teach these skills during a place of calm, not alarm, so new neural pathways can be built when a child understands what this should look and feel like.

In order to regulate, children need to have their basic needs met - this includes strong relationships (feeling safety with a trusting adult), nutrition (ensuring children have a healthy breakfast, snacks and

drink water regularly), sleep (supporting good sleep routines), exercise (being active can help regulate dopamine, which is often impacted by traumatic experiences), and mindfulness and breathing techniques to support regulations and calmness. These basic needs must be primarily met before moving onto other regulating techniques.

Sensory strategies can also support regulation for children. Snacks, calm boxes (these help to support that fight or flight mode and can include pens, pencils, fidget toys, putty and breathing cards), or sensory movements including power stretches. Collaborative games and Interactive Play can also embed trust with an adult and promote regulation, focus, and brain growth such as board games, thumb wars, cartoon strips etc.

The second R is Relate: -

Louise Bomber explains that children who have experienced pain, loss or hurt do not want to be in that position again. They have learnt or adopted strategies to never feel weak, small, or vulnerable again. Therefore, forming trusting relationships with adults can be difficult. The blocked trust that these children have created does not differentiate from one adult to the next. We need to ensure that as we build relationships with children that we are robust enough to withstand the inevitable rage and rejection which will come as these children slowly open their lives to us. Bomber states that every relationship has the power to change or confirm what has gone on before. Forming positive relationships with all children before dysregulation is key to managing misbehaviour.

The third R is Reason: -

When children are in a heightened emotional or dysregulated state they may be less likely to respond to verbal warnings or sanctions, therefore if we really want children to learn from behaviours, we may need to delay reason to ensure that they are in a space to fully engage with the learning process. We need to ensure the child is calm and alert so that we can engage the top part of their brain (the thinking brain). This is the stage where we can teach about the behaviour matter. More importantly by this stage the children will be able to learn and engage from your teaching.

For children to be able to learn from their behaviours it is important that school staff seize the right moment when they are in an engaged and open state and consider 'The Gold Nugget' of information you want to relay to ensure this comes across for the child. Being aware of the child's body language can also help us to press pause if needed if they begin to escalate again.

The fourth and final R is Repair: -

Repairing a relationship after an issue has occurred and reason has taken place ensures a child does not carry shame, guilt or fear from a previous lesson or day. Repair should involve the child's safe and **trusted adult**, to ensure they feel safe and regulated through the process. This can include visual repair such as a sorry note, card, drawing, A random act of kindness, considering with the child doing something for the child or adult that got hurt that they will like, something they may really appreciate such as watering plants, tidying up, washing up, playing a game; Payback, if a child has trashed a room or broken something they may be in a regulated state to tidy it up and if they are not and an adult has had to do this, time can be allocated for how long it took to tidy to **restore** and help somewhere else; and lastly Provision and Structure, a child may need more provision at lunch times or play times as a result of what has happened. We explain this to the child in a supportive manner, explaining that we are practicing and getting stronger.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), attachment, attachment trauma, has been subject to criminal exploitation, or is experiencing significant challenges at home.

Zones of Regulation

The zones of regulation are a framework designed to help individuals, especially children, develop self-regulation skills and emotional control. It was developed by Leah Kuypers and is often used in educational and therapeutic settings. The framework categorises emotions and states of alertness into four colour-coded zones, each representing a different level of emotional regulation. Braywick embedded using the Zones of regulation across the school when completing the Attachment Bronze award AFC.

The four zones are:

- **Blue Zone** (Low Energy/Down): In this zone, individuals may feel sad, tired, sick, or bored. The Blue Zone is associated with low energy and a lower state of alertness.
- **Green Zone** (Good to Go): The Green Zone represents a calm and focused state. People in this zone feel happy, content, and ready to learn. It is the optimal zone for learning and social interactions.
- **Yellow Zone** (Heightened State of Alertness): The Yellow Zone indicates a heightened state of alertness. Individuals may be experiencing stress, frustration, excitement, or anxiety. It's a state where individuals are not in complete control but are not out of control either.
- **Red Zone** (High Alert/Overwhelmed): The Red Zone represents an extremely heightened state of alertness and intense emotions. Individuals may be angry, terrified, or out of control. The Red Zone is associated with a loss of control over one's emotions and actions.

The Zones of Regulation provide a common language for children to express and understand their emotions, as well as tools and strategies to help them move between zones. The goal is to help the children in this school to recognise and regulate their emotions, leading to improved self-control, social interactions, and overall well-being.

What the law allows

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil. Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits.

A sanction will be lawful if it satisfies the following three conditions:

- a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the Headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
- b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff (online bullying at any time or misbehaviour whilst wearing school uniform may also constitute a sanction); and
- c) It does not breach any other legislation (for example in respect of Equality Act 2010, special educational needs and human rights) and it is reasonable and proportionate in all the circumstances.

In considering whether a sanction is **reasonable** in all circumstances, one must consider whether it is **proportionate** in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs, attachment needs, experience of developmental trauma or disability they may have, the emotional age of the pupil and any religious requirements affecting them.

The Headteacher may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

Corporal punishment by school staff is illegal in all circumstances

Guidance for incremental actions leading to sanctions.

Each teacher and members of staff should make sure that the School Rules for the class and school are clearly understood by the pupils and displayed in the classroom.

If a pupil chooses to ignore the rules the following list of **incremental actions** and consequences should be consistently applied.

Ensure that parents / carers / SENCO are involved at an early stage when there is growing concern about a child's social, emotional or behavioural needs

If a pupil chooses to ignore the rules the following list of **incremental actions** and consequences should be consistently applied.:

Proximity Control

- Staff moving nearer to the child.
- Child being moved nearer to member of staff.

Non-Verbal Signals

- Looking in the direction of the noise.
- Making eye contact with the child whose behaviour is causing concern.
- Shaking head.
- Light touch on shoulder to show awareness
- Facial expressions, frowns etc.

Planned Ignoring

- Praising adjacent children who are making good choices, whilst tactically ignoring those pupils behaving inappropriately.

- Avoiding eye contact, talking to those who are behaving appropriately – proximal praise.
- Restating the rule / reminding all about the choices available and their ownership of their behaviour.

Verbal reprimand

- Encourage the child to take responsibility for their actions and make the right choice.
- Deliver reprimands calmly, firmly and with confidence.
- Avoid getting into arguments.
- Ensure that a reprimand makes it clear that it is the ***inappropriate behaviour*** that is not acceptable not ***the child***.
- Explain clearly that the child has made the wrong choice and what behaviour would have been appropriate.
- Ensure that reprimands are never used to intentionally humiliate a child.
- Keep the reprimand appropriate to the age, character and understanding of the child.
- Avoid the use of emotive language which labels a child as “silly”, “thoughtless”, “not you again...”
- **NEVER** give blanket whole class reprimands.
- Give the child an opportunity to discuss what went wrong and describe the behaviour that would have been appropriate, when convenient.

First Warning

- State what the child is doing e.g. “Lee, you’re talking”.
- Remind the child of the class rule in question “We have a rule about working hard. I’d like you to keep it. Thank you.”
- Use clearly displayed good choice pictures to show child what you want them to do e.g good sitting.
- Emphasise that the child needs to make the right ‘choice’.
- Redirect the child to their learning.

Second and Third Warnings

- Tell the child they have had first warning and now this is their second.
- Warn them that their name will be put on the board if they continue to make poor choices.
- State clearly what you expect the child to be doing and offer support to get started if appropriate.

Following a third warning a member of SLT should be called using the walkie talkie if the behaviour persists. A log of unacceptable behaviour should be made on CPOMS in this instance by the member of staff who called for SLT.

SLT will decide on a case by case basis whether an incident is deemed significant. Staff will take into account the context of the incident, pupil voice as well as witness accounts when determining the severity of the incident.

Parent Communication

Parents should be informed each time a child has a significant incident logged on CPOMs. Staff should endeavour to telephone the parent to speak to them about behaviour concerns the same day.

If a child has three significant behaviour entries on CPOMs in one term, a behaviour letter will be sent home and their parents are required to come to meet the teacher to discuss the situation.

Serious Incidents

Some kinds of incidents are too serious for us to follow the normal consequences. These include deliberate damage to property and assets, physical aggression against staff or pupils, bringing weapons to school, racial, sexual or disability equality misconduct or abuse, drug abuse or bringing prohibitive or stolen items to school e.g.; tobacco, e-cigarettes, drugs, cigarette papers, fireworks or pornographic material and severe disruption of learning in class or online based abuse.

These situations will be dealt with by the SLT, the Designated Safeguarding Lead (DSL) and ultimately the Headteacher. In certain circumstances, when considered necessary, the special staged behaviour monitoring plan will be used. Exclusion is at the full discretion of the Headteacher (or delegated school lead in his absence), however at Braywick, where possible, all the SLT will be consulted.

Serious incidents as outlined above may lead to suspensions or permanent exclusion, imposed by the Headteacher after investigation. In addition, children who persistently disrupt the learning of others and who show consistent disregard to the school rules and general sanctions will be suspended for fixed term periods and if the behaviour fails to improve the Headteacher will permanently exclude.

An example of this would be if the Headteacher that despite previous sanctions and interventions the child's behaviour continues to break the school rules and they continue to disrupt the safety and learning of others.

If an exclusion or suspension is carried out it will be done within the up to date DfE regulations, guidance and statutes at the point of exclusion in conjunction with the schools suspension and exclusion policy.

Removal – *Time in* is preferred to *time out* however on occasional removal may be deemed appropriate.

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. It is sometimes referred to as an **internal exclusion**. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil. Removal from the classroom should be considered a **serious sanction**. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

A member of the SLT must agree to the removal including the length of removal and what class/setting the child is being removed to. This will be typical for 1 lesson, half a day or for a whole day. The length of removal will be determined by the member of SLT based on the individual circumstances of the serious misbehaviour. Parents should be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- c) to allow the pupil to regain calm in a safe space.

Removal should be distinguished from the use of separation spaces (sometimes known as sensory, CALM or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response. The school follows the Governance Headteachers for removal section 22 [Behaviour in Schools Guidance 2024](#).

Additional Behaviour Support

Reflection time in the class

There may be times where it is appropriate to move a child to a calm space/separate area within your class to give them an opportunity for some reflection on their behaviour.

Individual behaviour charts

For a number of children, individual behaviour charts with sanctions and rewards . These are put in place by Class Teachers. **They are not to be displayed openly.**

Call for assistance of SLT when:

- The pupil is aggressive, violent and is endangering self or others.
- The pupil leaves the classroom without permission and the staff member dealing with this needs help in returning the child to class.
- To call for assistance use your walkie talkies (SLT Channel 14, Office Channel 7) or send a sensible pair of children to the SLT or School Office (whichever is closer) to ensure a member of the SLT attends your classroom promptly.

Report card

For more serious concerns, children may be placed on behaviour report for an agreed period of time. These are put in place by SLT. The pupil will need to show their report card to a member of the SLT and their parents at the end of each day where coaching, mentoring and discussion can take place.

Withdrawal from activities

Withdrawing children from a specific aspect of school life is used when behaviour is causing significant disruption to others' learning or there is a breakdown in trust.

Removal or suspensions are used as a last resort or where behaviour has become so difficult that the health and safety of the child and others in the school is in jeopardy.

(Also see suspension and exclusion policy)

Support and Sanctions Ladder

If a child is suspected of bullying, the Bullying Support and Sanctions ladder (appendix C) should be followed. Incidents should be logged on CPOMs under a Bullying category.

See Appendix C

Outside Agencies

If, at any time, the Head Teacher or class teacher is particularly concerned about a child's behaviour or safety, the school will contact the parents concerned immediately. The School will also try to support children to help them improve their behaviour and will involve outside agencies, such as the Behaviour Support Teacher.

Guideline for behaviour in different areas of the school:**Playtime Behaviour**

All staff are committed to enabling pupils to have a safe and enjoyable playtime experience.

It is important that children's play time experience is a positive one, so that they can return to the classroom ready to resume their work.

Playtime provides opportunities for children to learn games and develop social relationships.

During playtime the children will have access to playground equipment, such as skipping ropes and balls. It is recognised that fewer problem situations occur when the children have many opportunities to join in constructive activities. Please refer to our Play Policy for further information.

Ways to promote positive playground experiences

1. Share rules for each area including the playground, adventure playground, balcony, foundation stage hard play area (This is to be done on the first day of each academic year during the Health and Safety walk around and affirmed in class with the agreed rules displayed written by the children).
2. Apply the rules consistently.
3. Each year review the rules with pupils. (This is done at the first assembly of each year, rules are then collated and reproduced in poster form by Year 6 and are displayed in the classrooms and central communal areas).
4. Promote Play Leaders and monitor their effectiveness (Responsibility Mrs Reading).
5. Encourage plenty of activities. Teach new games to classes in warm up lessons, Golden Time sessions etc.
6. Keep the equipment well maintained and stored to enable easy access (Responsibility: Caretaker).

7. Rota the organisation and responsibility for playtime activities and equipment (Responsibility: Mrs Reading).
8. At playtime Staff should show an interest in the games and activities children are playing. They should encourage fair play and include pupils who may not be joining in.
9. Lunchtime Supervisors will continually update play zones, identify areas of need and respond to children who have no one to play with or who appear to be unhappy.
10. Reward good behaviour with Lunchtime Sticker Awards.

Unacceptable Behaviour

1. Name calling,
2. Exclusion of peers on any grounds,
3. Dangerous play e.g. play fighting, wrestling,
4. Bullying,
5. Racist behaviour,
6. Sexualised, Homophobic or gender bullying (Sexual Harassment),
7. Not listening, ignoring or being rude to others.

N.B When unacceptable behaviour occurs the staff should apply sanctions consistently. Where behaviour is deemed child on child abuse the Designated Safeguarding Lead will directly be involved using the Child Protection Procedures document alongside this policy and possibly the exclusions policy and procedure.

Good Behaviour Rewards at Lunch and Playtimes

1. **Praise:** Plenty of it!
2. **Lunchtime Sticker Awards:** Each member of staff can reward individuals for playing co-operatively, lining up well etc. Smiley notes to be given to children demonstrating good playground behaviour by the adults on duty. These are passed to the class teacher who displays them in the classroom decides on an appropriate reward.
3. **Class/School rewards:** These are used to reward group behaviour and are to be viewed as special event because the children have earned them.

9.5 Sanctions/Consequences for Playtime

1. **First rule breaking - verbal warning** - The member of staff should tell the child what they are doing wrong and which rule they are breaking.
2. **Second rule breaking - Time-Out from play** - The member of staff should choose whether the child should sit at a table, stand at an allocated area or spend time walking with the member of staff on duty.
3. **Serious incidents or persistent rule breaking** - If a child behaves in a way which endangers or hurts another child his/her class teacher should be informed. The teacher should decide whether the pupil should:
 - a) Write a letter of apology in their own time.
 - b) Write or discuss what action he/she could have taken to avoid the particular incident.
 - c) Write a list of games which can be played which are safe and enjoyable.
 - d) Temporary loss of privileges e.g squad.

Emergency Procedure

If a child refuses to follow instructions and continues to present a danger to themselves or others the teacher should send for a member of Senior Staff to assist. There is a walkie talkie out on duty that links directly to the office, this could be used to seek the support of a senior leader.

A significant incident must be documented in the CPOMs by the staff member who dealt with the incident.

- The Headteacher should be made aware of any entry via a CPOMs alert and verbally where possible.
- If a child's name appears three times in the CPOMs for behaviour in any one term parents should be informed and invited to come into school to discuss the matter and assist the school in developing appropriate interventions. The senior leaders may choose to do this before three entries.

Guidelines for Staff at Playtime

1. A rota for playtime supervision is in place. Staff on duty should liaise with the Teaching Assistant so that they can both have a comfort break.
2. Children are allowed to play with provided playground equipment and on the fun run.
3. At the end of playtime the Teacher will ring the bell to inform their class that it is time to go in. The

Children must leave the playground equipment tidy before lining up.

4. Please report any serious incidents of bad behaviour to the relevant class teachers.
5. If a child is injured they can receive basic first aid in situ on the playground. If the child appears to be seriously injured use the walkie talkies or, if this fails, send another child to fetch a First Aider to the playground. If the child is mobile they can go straight to the office. If not, end a message immediately to the office where a SLT member will attend immediately and resume control and responsibility from that point onwards.
6. The children may eat fruit and drink water, but not other items from their lunchbox.

Guidelines for Lunchtime Behaviour

- 10.1 All the Lunchtime Supervisors are aware of the aims of our Behaviour Policy. Any new Lunchtime Supervisors should be given the opportunity to read this policy and discuss it with a senior member of staff.
- 10.2 Rules - The duty staff know that the children are expected to behave according to the School Rules.

They know that there are particular rules for the playground and for the hall which are displayed. Each classroom has rules which are displayed in the class. These can be referred to during wet playtimes.

Rewards for Good Lunchtime Behaviour

- a) Verbal praise.
- b) Lunchtime Sticker Awards awarded for helping or good co-operative play.
- c) Good behaviour colour charts (to be arranged in conjunction with class teacher).
- d) Name given to a teacher.
- e) Name written in good book for consistent good behaviour or a marked overall improvement.
- f) House points - awarded one at a time.

Consequences at lunchtime

1. **First rule breaking - Verbal warning.**
 - The member of staff should tell the child what they are doing wrong and which rule they are breaking.
2. **Second rule breaking -**

- **In the hall** children may be asked to wait for longer before going out to play, they may have to wait at an allocated area (usually the bench).
 - **Outside** the child may be asked to stand in a particular area, sit at a table, walk with the member of staff, pick up litter, or may not be allowed to play on adventure play area.
 - **Indoors** the child may be asked to stand in an calm and quiet area of the classroom for a period of time.
3. **Third rule breaking**
- The class teacher should generally be informed at the end of lunchtime, however this might be sooner depending on the nature of the behaviour.
 -
4. **Serious Incident**
- A member of SLT should be called using the walkie talkie (Channel 14). The child should be taken to the office by the staff and the incident should be explained to SLT. The incident should be documented in CPOMs.
5. **Emergency Procedure**

Please use the walkie talkie system to contact the office immediately.

- **If a child continues to present a danger to themselves or others staff should send/call for a member of the Senior staff to assist (from the office). The offence should be documented in CPOMs. The Headteacher will decide to report the incident to the parents and decide on future support and sanctions.**

6. Review of Behaviour

- SLT review all behaviour incidents.

Wet Play

- It would be helpful if class teachers could clearly label cupboards or drawers where equipment for wet play is kept. Each class should have a list of activities which they can choose from.
- No scissors should be used. Interactive whiteboards, iPads and other ICT equipment may be used at the teacher's discretion. The teacher should leave clear instructions about their use.

Guidelines for moving around school

1. The children should move around quietly and purposefully. In practice, this does not mean in silence but calm voices are expected and running is prohibited. Play equipment and classroom resources are not to be played with when transitioning around the school and must be held safely at all times. Children and adults open doors and at no times are chairs, fire extinguishers or any other equipment to be used to replace this etiquette. Children should, at all times, be cautious towards other people.
2. If walking in class lines, the children should walk in single file or pairs on the left-hand side especially in communal areas, (Corridors, stairs etc.). However, it may be appropriate when outside for the children to walk in groups as directed by the responsible adult.
3. The children should walk silently into assembly. Music should be playing to settle the children.
4. The teacher and support staff should consider his/her position carefully when taking a whole class around school. It is usually best to walk alongside the middle of the line but the children should expect that the teacher will move along the line keeping 'an eye' on everyone.
5. The first child(ren) in the line should hold open the door(s) for the rest of the class. Then join the end of the line when all class have passed through. All pupils should be taught to hold doors open for adults. Care should be taken when closing doors.
6. The staff should train their class where regular stopping points are en-route around the school, in order for them to keep a check on the line.

Appendix C – Support and Sanctions Ladder and Record Sheet – Bullying

Name of child:

A separate record will be kept for each child.

It may be necessary to move more quickly up the ladder depending on the severity of the incident. For example, physical violence leading to serious injury would lead to escalated support and sanctions.

If there are no incidents for 3 months, the ladder will be reset.

Incident Number	Date	Behaviour / incident	Additional Staff Action at each stage	Additional Support at each stage	Sanction Tariff
1			Class teacher made aware Class teacher speaks to children involved to find out what happened	Relevant support given to the children involved to ensure this is a one-off incident	Conversation with class teacher only at this stage
2			Class teacher does further investigation into why another issue has happened. Start to look for patterns and trends.	Specific support for the children so that the behaviour is not repeated. Reiterate the importance of telling an adult every time there is an issue so they can help to sort it out.	Firm explanation from teacher of possible further consequences of this type of behaviour. Label it clearly as bullying.
3			Begin recording on Support and Sanctions Ladder and share with the children involved Make parents aware		Explain the Support and Sanctions Ladder and consequences of any further bullying behaviour

Incident Number	Date	Behaviour / incident	Additional Staff Action at each stage	Additional Support at each stage	Sanction Tariff
4			Investigation by class teacher - written Statements taken from children Inform Phase Leader Make sure all relevant staff (including staff on duty at break and lunchtime) are aware and watching carefully for any issues and taking immediate action Conversation with parents to make them aware	Supportive discussion with all children involved using restorative justice approach	Show the children the ladder, explain what is happening and why
5			Inform parents every time from now on	Further PSHE sessions with whole class on bullying based on specific needs Support for children to understand what went wrong and why and how we can prevent this from happening again	Child in isolation for [at least one] break/lunch Letter of apology written to victims

Incident Number	Date	Behaviour / incident	Additional Staff Action at each stage	Additional Support at each stage	Sanction Tariff
6			Behaviour letter 1 sent to parents by Class Teacher Meeting with family and Class Teacher. Explain Support and Sanctions Ladder.	Write a behaviour agreement with the children involved which they must all sign and subscribe to.	Child in isolation for [at least one] break/lunch Internal exclusion for 1 day
7				Further PSHE sessions with whole class on bullying based on specific needs Safe space at school established for all children involved, to allow them to remove themselves from a situation where they are being hurt/upset/becoming angry. Staff member will be present to take immediate action to help them resolve the issue	Internal exclusion for an increasing number of days Isolation at break/lunch
8					

Incident Number	Date	Behaviour / incident	Additional Staff Action at each stage	Additional Support at each stage	Sanction Tariff
9			Behaviour letter 2 sent to parents by Phase Leader. Meeting with family, Phase Leader and Class Teacher. Lunchtime exclusion authorised by Head Teacher	Behaviour Support Plan put in place	1-5 half day exclusions - added to permanent record If incidents occur mainly at lunchtimes, this could be lunchtime exclusions (each lunchtime is officially recorded as a half day exclusion on the child's permanent record) Child is put on report - reporting to Phase Leader daily and shared with parents at the end of each week
10				Social skills group	
11					

Incident Number	Date	Behaviour / incident	Additional Staff Action at each stage	Additional Support at each stage	Sanction Tariff
12			Behaviour letter 3 sent to parents by Phase Leader. Meeting with family, Head Teacher and other relevant staff.	Behaviour Support Plan reviewed. Support from external agencies e.g. Behaviour Support, Educational Psychologist	Further exclusion for an increasing amount of time Child is put on report - reporting to Head Teacher daily and shared with parents at the end of each week
13			Each incident will be dealt with by the HT immediately.		
14					
15					Further exclusion

Definition of Bullying

Bullying is defined as deliberately hurtful behaviour, by an individual or a group, which intentionally hurts another individual or group, either physically or emotionally and possibly causing psychological damage. It is usually repeated, where it is often difficult for those being bullied to defend themselves.

It can happen anywhere, both in and out of school.

Bullying can have a negative life-long impact. It can make it difficult for children to learn and can have a lasting detrimental effect on their lives. Young people who have been bullied can become anxious and withdrawn, depressed or aggressive. Some turn to substance misuse as a way of dealing with it emotionally and, at worst, bullying has been a factor in suicide. (Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour).

Bullying can take various different forms, including:

- Racial/Religious/Cultural – where someone is made to feel inferior because of their background, culture or religion.
- Sexual/sexist - bullying based on something specifically linked to gender.
- Homophobic - bullying based on sexual orientation
- Special Needs or Disability - any exploitation of a particular aspect of a child's disability and/or special educational needs
- Because a child is adopted or a carer
- Cyber-bullying via technology. For example, internet/mobile phones, email, social networks, text messages, photographs.

These forms of bullying reflect the 'protected characteristics' as defined in the 2010 Equality Act. These are: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex and Sexual orientation. The school works with its pupils to develop a sense of respect and tolerance towards those with a protected characteristic and thus guard against bullying in relation to such characteristics.

Bullying can include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate touching, producing offensive graffiti, spreading hurtful and untruthful rumours or regularly excluding someone from groups or games. It is also bullying when a young person is pressured to act against their will by others or is harassed by unwanted conduct, which violates a person's dignity or creates an intimidating, hostile, degrading or humiliating environment.

See Anti Bullying Policy for further details

Appendix Braywick Court School Mobile Phone Policy

1. Purpose of this policy

To support a calm, safe and focused learning environment by prohibiting the use of mobile phones and similar smart technology by pupils during the school day.

2. Scope

This policy applies to all pupils during the school day, including lessons, between lessons, breaktimes and lunchtime.

3. Policy Statement

- The school is a mobile phone-free environment by default.
- Pupils must not use or access mobile phones or similar devices while on school premises during the school day.
- Devices should be switched off and stored safely (e.g., at home, in a secure place at school) while pupils are on site.

4. Exceptions

- Only in exceptional cases, agreed in advance (e.g., for medical, safety or welfare reasons).
- Devices brought for specific educational reasons must be agreed by the Headteacher and used only under supervision, in line with the school's acceptable use policy.

5. Communication

- This policy will be clearly communicated to parents/carers, pupils and staff.
- It will be published on the school website and included in induction information for new pupils.

6. Staff Responsibilities

1. All staff should consistently enforce this policy.
2. Staff should not use personal mobile phones for private use in front of pupils during the school day unless for specific authorised purposes (e.g., contacting home in an emergency).

7. Sanctions

If a pupil is seen using a mobile phone or it is heard ringing:

- Device is confiscated by staff.
- Parents/carers will be informed and required to collect the device from school at an agreed time.
- Repeated breaches may lead to further sanctions under the school's behaviour policy.

8. Safeguarding

1. Where staff suspect misuse may indicate a safeguarding risk, the school's safeguarding procedures will be followed.
2. Pupils should always be aware of how to raise online safety concerns with staff.

9. Trips and After-School Activities

- The school will determine how mobile phones are managed on school trips or activities outside the school day, usually by restricting the use to avoid disruption.

10. Review

This policy will be reviewed annually or sooner if guidance changes.



How do we respond to children's behaviour?

