



Peel Park Primary School

Behaviour Policy

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Statement of intent

Positive relationships are at the heart of all we do at Peel Park Primary School. We have high expectations of behaviour and it is an expectation that staff will be role models for our children. All adults at Peel Park help the children to understand and appreciate positive relationships by providing opportunities to learn about their actions towards others, both positive and negative. We appreciate that relationships can be challenging but through restorative practice we aim to promote positive friendships and a culture of kindness throughout school. At Peel Park Primary School we know that where there are clear, consistent, positive approaches to behaviour a safe, happy environment can be created where children can work to their full potential. Our Ready, Respectful, Safe approach encourages staff and pupils to model, maintain and encourage high standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Disruption to learning and unkind behaviours will always be addressed at Peel Park and we will work with children to ensure they make good choices – learning from their mistakes. We recognise that some children may need more support than others and we address this through early, targeted interventions and dedicated work on building positive relationships.

Peel Park Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting and modelling desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and dealing with misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents and the local community.
- Developing positive relationships with pupils to enable early intervention.
- Promoting a culture of praise, encouragement, acceptance and positivity in which all pupils can work to their full potential.
- A restorative approach to managing behaviour and supporting children at Peel Park.
- Ensuring that children have a fresh start every day.

Reasonable, proportionate and fair sanctions will be used 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.

1. Legal framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Positive Handling Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Complaints Procedures Policy

2. Roles and responsibilities

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 calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher and Behaviour Lead 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.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good 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 board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Senior Mental Health lead and Pastoral Team 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 SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, 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:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, 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.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.

- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.
- Being understanding of the needs of our children.
- Ensuring that they use a restorative approach as opposed to being quick to sanction.
- Using the Good to be Green system in a fair way to monitor and track behaviour – encouraging children to stay on green.

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

- Adhering to this policy and applying it consistently and fairly.
- Support our Good to be Green behaviour initiative.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- 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.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - DSL – Kath Noble
 - SENDCo – Sara Hunt
 - Headteacher – Andrea Grist
 - Deputy Headteacher - Heather Hutchinson
 - Phase Leaders – Ben Cunliffe, Philipa Varley, Shyrun Nessa, Chantelle Firth
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour – outing their needs into consideration.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules of Ready, Respectful, Safe and reinforcing this at home.
- Supporting school with any sanctions / restorative conversations following poor behaviour choices.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. 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** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **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 banned items
- 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:

- 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.

4. Staff induction, development and support

All new staff will be inducted clearly into the school’s Good to be Green culture to ensure they understand our rules and routines and how best to support all pupils to participate in creating

the positive culture at Peel Park. Staff will be made aware of the needs of the children in the class they are working in.

The SLT 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.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour. They will know which staff will be available to support them.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The Leadership Team and the headteacher will review staff training needs, and in response to any serious or persistent behaviour issues disrupting the running of the school. Any concerning behaviours will be addressed as a whole school collective through assemblies, themed days, one off lessons in class, through our relationships curriculum.

5. 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. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour. The Grove is used to support some children who may struggle with to manage their behaviour. Children are provided with strategies to help them manage in class and in the wider world. We work closely with the NHS Mental Health Support Team and they come into school once a week to support some of our children. We have developed a tier system of mental health support for children at Peel Park.

6. Managing behaviour

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 – this will be addressed as a whole school approach or through targeted lessons in class.

Class Teachers will keep a record of all reported incidents on their Good To be Green record sheets to help identify pupils whose behaviour may indicate 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. All staff know they must fill in a cause for concern form if they have any worries about children in their care.

Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed. The Grove will be offered to some children who present with challenging behaviours.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions / **restorative conversations** to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following process will be followed using our Good to Green system, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- **Children will be reminded to aim to stay on green every day – to promote positive behaviour.**
- Issuing a verbal reprimand and reminder of the expected behaviour – staff promote positive behaviour and encourage children to make good choices.
- A turned card will be given
- A yellow card will be given
- A blue card will be given – child to complete a reflection sheet
- A red card will be given – parents contacted, a red letter will go home and a report card will be given to the child for a period of 2 weeks so that behaviour can be closely monitored by the Leadership Team

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- A member of the Leadership Team will be called to speak to the child
- The child will be removed from the classroom if necessary
- The red card procedures will be followed and parents will be invited in for a meeting

Staff in the class experiencing the disruption must have tried to de-escalate the situation by, for example, taking the child aside and talking to them, giving them time out of class at a Regulation Station before a member of the Leadership Team is called.

Following repeated incidents of unacceptable behaviour, the following process will be implemented:

- 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
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage 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, SEND support will be put in place from the school's national SEND budget
- 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
- The pupil will be allocated a member of the Pastoral Team to complete daily check ins

Following further incidents of unacceptable behaviour, the following process will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

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.

Prevention strategies, intervention, and actions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities through the Grove. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level sanctions.
- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents
- Providing mentoring and coaching by our Pastoral Team
- Short-term behaviour report cards – 2 weeks
- Engagement with local partners and agencies such as Early Help and the Community Police Officers
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an Early Help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the PHSE and Relationships curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The PHSE and Relationships curriculum and the positive culture at Peel Park will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school.

Routine will be used to teach and reinforce the 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.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are absolutely key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

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 graduate 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

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will 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. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Positive Handling Policy, trained members of staff will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. 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 Calm Room, 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. Where 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 – pupils will not be sent home without the school contacting their parent.

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 an exclusion, 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.

Removal from the classroom

The school may decide (if there is no other option) to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

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

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The pupil will be taken to the Calm Room or another safe space in school until it is deemed safe for them to return to their own class. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

Internal Suspension

If a pupil receives more than one red card in a given amount of time and we have growing concerns about their behaviour they may be given an internal suspension. This is always at the Head Teacher's discretion following thorough and careful consideration through discussions with the DSL and SENDCo. When an internal suspension is given a member of the Pastoral Team will be allocated to supervise the pupil. They will engage in restorative work to support positive behaviour choices.

Suspensions and Permanent Exclusions

At Peel Park Primary School, we are committed to maintaining a safe, inclusive and respectful learning environment. The use of suspension or permanent exclusion is always considered carefully and proportionately, and only in response to serious breaches of the school's behaviour policy.

Use of Suspensions

The Headteacher may issue a **fixed-term suspension** in response to a **single serious incident** or a **pattern of persistently unsafe or disruptive behaviour**, where:

- A pupil is engaging in behaviour that poses a risk to the safety or well-being of themselves or others.
- The pupil is in a heightened or crisis state for an extended period (typically **over 30 minutes**) and has **not responded to de-escalation techniques** or supportive interventions.

All decisions to suspend a pupil are made in line with the **Department for Education's statutory guidance**:

‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’ (DfE, 2023).

Suspensions will always be accompanied by:

- A review of the incident(s) leading to the decision
- Contact with the pupil's parent or carer
- Reintegration planning, including any pastoral or SEND support required

Permanent Exclusion

A **permanent exclusion** will only be used:

- In response to a **serious breach** or **persistent breaches** of the behaviour policy; and
- Where allowing the pupil to remain in school would **seriously harm** the education or welfare of the pupil or others.

Permanent exclusion is a **last resort** and only considered after all appropriate interventions and support strategies have been exhausted. The Headteacher will consult with the Senior Leadership Team and follow statutory procedures to ensure fairness and legality in all cases.

Examples of Serious Behaviour Incidents

The following are examples of behaviours that may lead to suspension or permanent exclusion. This list is **not exhaustive**, and each incident will be assessed in context, including any relevant SEND, safeguarding, or mental health factors:

- Physical violence or aggression
- Verbal abuse or threatening behaviour
- Bullying, including online bullying
- Racist, sexist, homophobic, or discriminatory behaviour
- Vandalism or deliberate property damage
- Theft or attempted theft
- Spitting or biting
- Use of offensive or abusive language (including swearing)
- Repeated defiance or insolence toward staff
- Persistent disruption of learning
- Leaving the school premises without permission (absconding)
- Possession or use of prohibited items (e.g. weapons, controlled substances)

The school retains the right to classify any behaviour as ‘serious’ if it presents a significant risk to **safety, learning, or school community wellbeing**.

7. 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. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding 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.

8. Vaping and controlled substances

In accordance with the Health Act 2006, the school is a smoke / vape-free environment. Parents, visitors, staff and pupils will be instructed not to smoke / vape on school grounds. Pupils will not be permitted to bring smoking materials / vapes or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances.

9. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items may include:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Vapes
- Fireworks.
- 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.

Pupils are not permitted to bring their mobile phones into school unless they are in Years 5 or 6 and walk home alone. If this is the case they must switch them off and hand them in to their teacher at the start of the school day. Phones will be returned to pupils at the end of the school day.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

10. Effective 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 processes for misbehaviour – using our Good to be Green system.
- 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 school rules – Ready, Respectful, Safe, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.
- Be kind and considerate to each other and promote a culture of kindness at Peel Park.

Classroom rules and routines

Each class establishes their own set of Classroom rules.

Each class 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 and DSL 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, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. 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.

Pupils will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary. Sessions in the Grove may also be offered.

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

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- 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.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

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
- Dojos
- Friday Celebration Assembly
- Beads in a jar / smiley facey
- Treats and Mega Treats
- Stickers for staying on green
- **Respect Tokens**

11. Effective pupil support – Vines Class

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. The Vines classroom has been established to meet the needs of some of our pupils with significant SEMH needs.

The designated staff in the Vines class have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated Vines staff will also have an accurate view of the needs of identified pupils.

Designated Vines staff will engage with external partners and specialist agencies to access further appropriate support when required.

The SENDco and DSL work closely with the Vines staff and meet with them on a weekly basis.

12. Behaviour outside of school premises

Pupils at Peel Park are encouraged to represent the school in a positive manner.

Staff can address 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 address 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 process 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 Procedures Policy.

13. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data on the Good to be Green record sheets
- 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 DSL. 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.

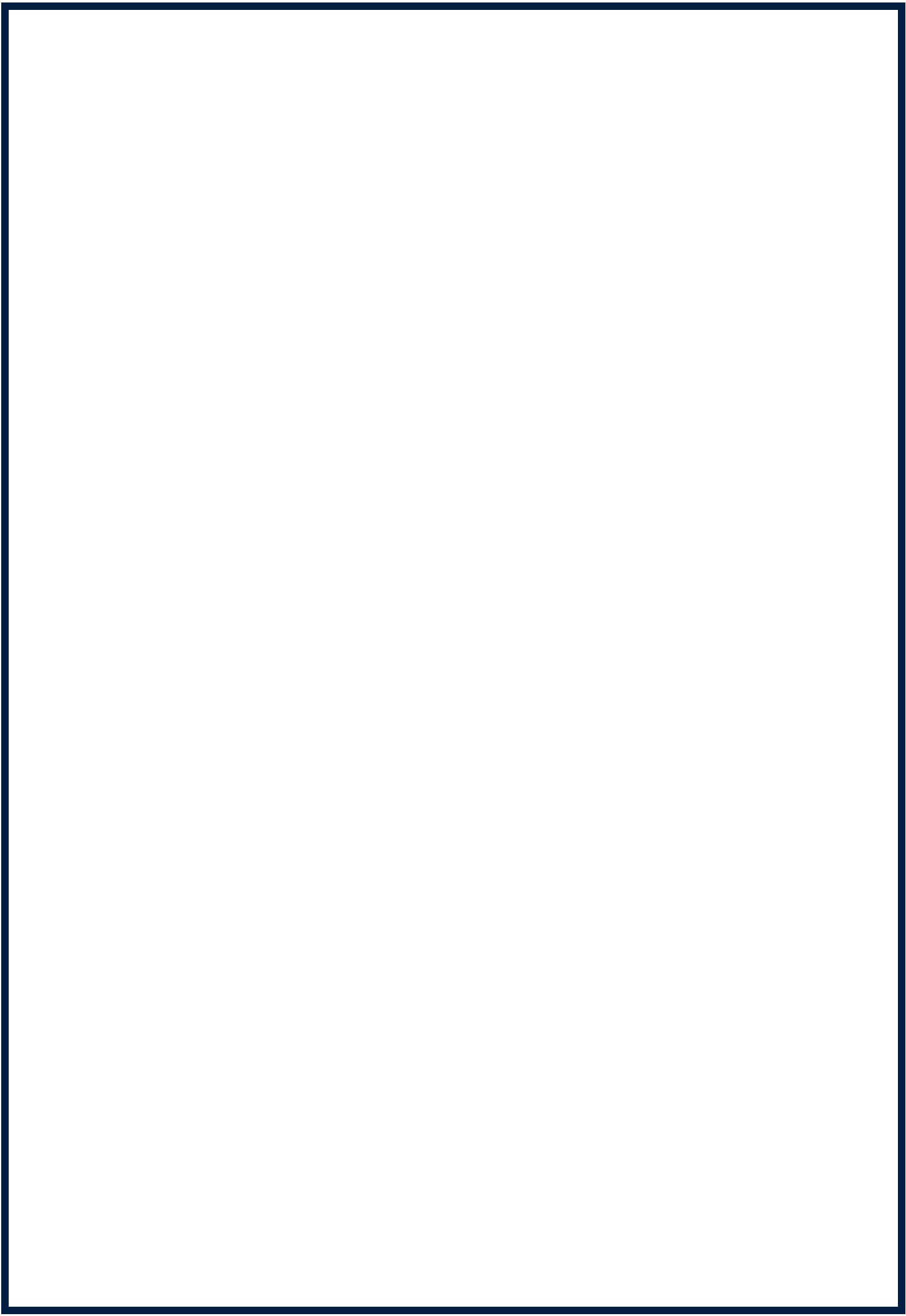
Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

14. Monitoring and review

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

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is September 2025



Behaviour management observations review form

Name of pupil		Year group	
Name of key worker		Date	
Do there appear to be any patterns triggering the pupil's behaviour?			
Are our existing management systems effective?			
What achievable targets could we implement for the pupil to work towards?			
What are the pupil's strengths?			
What strategies could we implement to help the pupil achieve their targets?			
Additional comments			