

Bilston Church of England Primary School

‘Hand in hand towards faith and high achievements’



Behaviour Policy

Our Vision

‘Hand in hand together with faith we will strive to achieve all things’

‘I am able to do all things through him (Jesus) who strengthens me’

Philippians 4:13

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1. Aim

This policy aims to:

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

The policy will support staff when improving and maintaining high standards of behaviour. Therefore, creating a culture with high expectations of behaviour that will benefit both staff and pupils, establishing calm, safe and supportive environments conducive to learning.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Behaviour and discipline in schools guidance for governing bodies.pdf \(publishing.service.gov.uk\)](#)
- [Keeping children safe in education 2023 \(publishing.service.gov.uk\)](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

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

3. Purpose

At Bilston Church of England, we believe that good behaviour is the core to a good education. As a school manage behaviour well so that we can provide a clam, safe and supportive environment. Therefore, ensuring that all children want to attend and where they can learn and thrive. Part of our culture is that we believe if children are taught how to behave, then this will help them to succeed personally.

As a school we feel that we have created an environment where pupils feel safe and can learn, but we are continually working at this to maintain high standards of behaviour by reviewing policies and procedures in accordance with the needs of our pupils.

We understand that where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child on child abuse, anxiety, bullying, violence, and distress. Resulting in some children not wanting to attend school and good attendance is a priority. We also understand how staff constantly dealing with negative behaviour can have a negative impact on the wellbeing of staff.

The management of behaviour is led by our headteacher, Mr Gary Gentle and senior management, who ensures that good behaviour permeates through all aspects of school life. Staff receive CPD, so that they collectively embody the school culture, always upholding the schools' behaviour policy and responding to misbehaviour consistently and fairly.

Our curriculum provides opportunities for pupils to be taught explicitly what good behaviour looks like. We understand that some pupils will need additional support to reach our expectations of good behaviour. For individual pupils our SLT, pastoral and SEND team will explore ways, including the use of outside agencies to support individuals.

On occasions when a pupil does misbehave then staff will respond promptly adhering to our school behaviour policy. Staff will also explore how this behaviour can be avoided in the future. When a pupil is persistently disruptive and support or sanctions are not deterring the misbehaviour then school recognise that further actions may be required and will seek support from outside agencies. As a school it is always our last resort to suspend or exclude a child.

Creating and maintaining high standards of behaviour.

At Bilston Church of England, we have a clear vision that is shared with all stake holders. We ensure that all stakeholders are aware of the behaviours that are permitted and prohibited to provide a calm, safe and supportive environment. The community that we serve as a school are fully aware of the school ethos, values, attitudes, and beliefs. The behaviour policy is the starting point for explaining and sharing our vision.

Our headteacher takes the responsibility for implementing measures to secure acceptable standards of behaviour and ensure that our approach to behaviour meets the following national minimum expectations:

- a. Our school has high expectations of pupils' conduct and behaviour, which is commonly understood by all stakeholders and applied consistently and fairly to create a calm and safe environment.
- b. Staff are led and supported in managing pupil behaviour.
- c. As a school we have measures in place both general and targeted interventions that are used to support and improve behaviour. Staff are fully aware that reasonable adjustments need to be made for pupils with disabilities.
- d. We strive to ensure that behaviour does not disrupt teaching and learning routines. We do not tolerate disruptive behaviour and action is taken to restore standards of behaviour.
- e. All stakeholders create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully.
- f. Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.

Establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the school is safe environment for all pupils. Our school behaviour policy is aligned with the school's legal duties and standards relating to the welfare of all pupils.

The behaviour policy is shared with all staff including the implementation and key systems in place for supporting safeguarding. At the start of the academic year all staff are made aware of statutory guidance

Part 1 of Keeping children safe in education (KCSIE). Our school behaviour policy takes into consideration the responsibility of all staff to provide a safe environment as outlined in KCSIE.

Mr Gentle and senior leaders take full responsibility for behaviour and do not delegate to the governing body, acting in accordance with the current statement of behaviour principles made by the governing body. [Behaviour and discipline in schools guidance for governing bodies.pdf \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424242/behaviour-and-discipline-in-schools-guidance-for-governing-bodies.pdf)

How our school behaviour policy was developed.

At Bilston Church of England, we believe that our school culture and values are manifested through the behaviour of all our stakeholders. We have determined measures which aim to:

- Encourage a good behaviour and respect for others.
- Secure an acceptable standard of behaviour of pupils.
- Promote, among pupils, self-discipline, and proper regard for authority.
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying).

4. School Systems

Rewards and sanctions

At Bilston Church of England, we recognise that acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. We operate a house point system. There are four houses: St Leonards, Stonefield, Hickman, and St Edwards. Every child is provided with a house and a house point book. Children are awarded house points for: good work, positive attitude, being a good role model, sporting achievements, completing challenges, determination.

Each Friday there is an achievement assembly to celebrate achievements gained. Also, the winning House Team is shared weekly and at the end of the academic year there is a House Trophy.

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Certificates
- House Points
- Letters or phone calls home to parents MME
- Special responsibilities/privileges

Responding to misbehaviour

When a member of staff becomes aware of misbehaviour, they will respond promptly and assertively in accordance with our behaviour policy. The priority is to ensure the safety of pupils and staff and to restore a calm environment. Staff understand that they should respond to misbehaviour 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 reoccurring.

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

- A verbal reprimand
- Missed playtime with the class teacher.
- Referring the pupil to phase leader

- Expecting work to be completed at home, or at break or lunchtime after liaising with the parent.
- Phone calls home to parents.
- Detention at lunchtime parents must be informed. Detention will be sanctioned by a member of SLT only or the pastoral manager. Detention is in line with what the law allows.
- Agreeing a behaviour contract
- All incidents that require a sanction are recorded on CPOMs.

We may use SLT in response to serious or persistent breaches of this policy. Pupils may be sent to the SLT during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. Even if the child is removed from their normal learning environment, we endeavour to ensure that the child does not lose any valuable learning time.

Removal from classrooms or learning environment.

Sometimes it is required for a child to spend some time out of the classroom. The use of removal from the classroom should be considered a serious sanction. It should be only used when necessary and once other behavioural strategies in the classroom have been attempted unless the behaviour is extreme as to warrant immediate removal. Parents will be informed on the same day if the pupil has been removed. As with all sanctions we will always consider whether the sanction is proportionate and consider whether there are any special considerations relevant to the needs of the pupil.

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, such as the SEND 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.

All removals from class should be recorded on CPOMs and will be analysed and monitored by senior management. Pupils should not be removed from the classroom for prolonged periods of time without the explicit agreement of the headteacher. These pupils should be given extensive support to continue their education including targeted pastoral support aimed to improve behaviour.

[Suspension and permanent exclusion](#)

We believe that all pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. We understand that suspension and permanent exclusion is a response to serious incidents or in response to persistent poor behaviour which has not improved following in school sanctions, support, and interventions.

[Suspension and permanent exclusion guidance September 2023 \(publishing.service.gov.uk\)](#)

[Managed moves](#)

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves will only occur when all parties involved have decided it will be of the best interest for the pupil.

[Behaviour outside of the school premises](#)

We understand that we have the power to sanction pupils for misbehaviour outside of school premises to such an extent as is reasonable. Conduct outside the school premises, includes online conduct, travelling to

and from school, when wearing school uniform, posing a threat to another pupil, or could adversely affect the reputation of the school.

Our responses to misbehaviour may have various purposes. These include:

- Deterrence: sanctions can often be effective deterrents for a specific pupil or a general deterrent for all pupils.
- Protection: keeping pupils safe is a legal duty of all staff. A protective measure is a response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- Improvement: to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupil will be supported to understand and follow rule. This may be via sanctions, reflective conversations, or targeted pastoral support.

As a staff we will also consider contributing factors that might have led to a behaviour incident; for example, if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, SEND.

We understand that taking disciplinary action and providing appropriate support are not mutually exclusive actions. When misbehaviour occurs, we also consider whether a child is suffering, or likely to suffer, harm, as set out in Part 1 of KCSIE. If staff suspect a child is at harm, then they will consult the DSL or DDSL. Based on a child's personal circumstances sometimes alternative arrangements will be made when considering sanctions.

If a pupil in these circumstances has SEND that has affected their behaviour, then as a school we will consider what the law requires in relation to responding to the behaviour of SEND pupils.

[Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424222/Equality_Act_Advice_Final.pdf)

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. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school (see 'Behaviour outside of school premises').

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.
- c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.²² 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 or disability they may have, 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.

Supporting pupils following a sanction

Following a sanction, strategies will be used to ensure that the behaviour of the pupil improves and understands the expectation of our school's behaviour policy. These might include:

- A discussion with the pupil and follow up check in meetings or a member of the senior management, pastoral or SEND team doing drop-in sessions to a child's classroom. During these meetings the member of staff will focus on the child's achievements reinforcing good behaviour.
- A phone call with parents or face to face meeting.
- Follow up discussions with staff involved with the pupil.
- If required inquire into circumstances outside of school that might be having a negative impact on the pupil's behaviour.
- Considering if additional support is required to support the behaviour management of the pupil.

We have designated staff trained appropriately to deliver the interventions with these pupils.

Any form of bullying

- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation.
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, Vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time.
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Discriminatory bullying	<ul style="list-style-type: none"> • Protected characteristics: • age • gender reassignment • being married or in a civil partnership • being pregnant or on maternity leave • disability • race including colour, nationality, ethnic or national origin. • religion or belief • sex • sexual orientation <p>See the Equalities act 2010</p>

How do we address and prevent bullying?

Our school ethos is that we have a 'zero tolerance' approach to bullying.

All children participate in lessons that are focused on 'Keeping Safe' and what to do if they feel they are being bullied. Staff participate in training related to bullying. New members of staff have an induction and policies, and procedures are shared.

If an incident occurs, then it is reported to SLT and designated DSL leads. The incident will be investigated, on the same day as the report. Parents of the victim and the aggressor will be informed of the incident. If

required a parent's meeting is held to discuss the incident and the next actions steps for all parties involved. Sanctions will be given according to the incident.

[The use of reasonable force.](#)

[DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded CPOMs and reported to parents.

When considering reasonable force staff will consider the risks, carefully recognising any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

[Searching, screening and confiscation](#)

Any prohibited items (listed in section 4 school systems) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Mobile phones and smart watches are all prohibited. Children are allowed to bring mobile phones to school, but these are handed in to the school office at the start of the day, where they are stored securely, children access them again when they leave the school premises. Any child found with a mobile phone or smart watch will have them confiscated and parents will be informed.

5. Roles and responsibilities

[The governing board](#)

The governors of Bilston C of E Primary are responsible for reviewing and approving the behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

[The headteacher and senior management](#)

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body. The headteacher will also approve this policy.

As a leadership team we ensure that we are always taking an active part in the behaviour management of the school. Therefore, setting a behaviour culture where all stakeholders feel safe. At the start and end of the school day school leaders are visible around school to parents and pupils. We also operate an 'open

door' policy where parents know that they can contact school about any issues or concerns they may have. We endeavour to deal with issues raised on the same the day.

The headteacher provides an inclusive training programme for all staff meeting the needs and functions within our behaviour policy. When selecting training programs school ensures that they are inline with: [ITT Core Content Framework \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424243/core-content-framework-2014.pdf) [Early Career Framework \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424243/early-career-framework-2014.pdf) and National Professional Qualifications.

We also provide training for staff on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Our liaison with Educational Psychologists and other support agencies is part of our school practise. The whole school approach to mental health and wellbeing relates to the guidance in the [Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424243/mental-health-and-behaviour-in-schools-2014.pdf).

The headteacher and senior leadership will ensure that the school environment encourages calm, safe and positive behaviour and that all stakeholders understand that the management of behaviour is everyone's responsibility.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, following investigation the headteacher will meet with the parent(s) of the pupil.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. All staff are expected to uphold our whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff are also expected to challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of pupils
- Recording behaviour incidents using the school system of CPOMs

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

Staff are also reminded that their own behaviour can have an impact on the school culture. Staff understand how they can uphold the school rules and expectations. Staff code of conduct policy is shared with staff on induction and staff are asked to sign to say that they have read and will adhere to the policy.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the pupil code of conduct or their own classroom rules.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour

- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption in accordance with the behaviour policy.
- Using positive reinforcement

Non- teaching staff will also ensure that all times of the school day a safe, calm, and positive environment is created by the environment of all pupils.

Parents

To support the school in maintaining good behaviour we encourage parents to know the school behaviour policies and procedures by providing opportunities for parents to take part in school life and its culture. As a school we are always striving to build and maintain positive working relationships with parents. Parents are kept up to date of a child's achievements through MME online system. Parents are also invited to attend special achievement assemblies. We recognise that parents have an import role in supporting the school's behaviour policy and we encourage all our parents to reinforce the policy at home as appropriate. Where appropriate parents are included in any pastoral support that is provided to a child following misbehaviour, including attending reviews of specific behaviour interventions that are in place.

Where a parent has a concern about management of behaviour, they are encouraged to raise concerns directly with school either with the class teacher, phase leader or senior management. School will continue to work in partnership with them to deal with the matter of concern. Parents are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

Pupils

At Bilston Church of England, we understand that all pupils deserve to be treated with dignity and have the right to learn in an environment that is calm, safe, supportive. To achieve this every pupil is made aware of the school behaviour standards, expectations, pastoral support, and consequences. This is done appropriately to the age or needs of the child. Through our curriculum pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules, and that their behaviour contributes to the school culture.

We value the voice of the pupil and provide opportunities for the pupils to provide their feedback and opinions on behaviour. This helps in the evaluation, improvement, and implementation of the behaviour policy. At the start of the academic year children participate in an induction process. Any children who start later in the academic year, will also be provided with an induction to the behaviour policy and procedures. Sometimes this induction process might be repeated due to an incident or a special theme like 'anti-bullying'.

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move calmly and quietly around the school.
- Treat the school buildings and school property with respect.
- Always wear the correct uniform
- Accept sanctions when given.

Refrain from behaving in a way that brings the school into disrepute, including when outside school. Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or sporting event.

Behaviour expectations of pupils with Send Educational Needs and/or Disability (SEND)

At Bilston Church of England, our culture is consistently promoting high standards of behaviour, providing the necessary support to ensure that all pupils can achieve and thrive in all aspects of school life. We understand that the whole school approach should also meet the needs of children with SEND, so that everyone feels that they belong in the school community. Therefore, maintaining good behaviour cultures will create that calm environment that will benefit SEND pupils enabling them to learn. We understand that sometimes the environment needs to be adjusted to meet the needs of SEND pupils and that certain behaviours are more likely to be associated with needs of SEND pupils. When pupils are identified as having SEND, then the graduated approach is used to assess, plan, support from external agencies maybe sought where appropriate, deliver and review the support that is needed.

As a school we also take into consideration and follow the guidance set out in the law associated to pupils with SEND:

- Equality Act 2010, taking reasonable steps to avoid any substantial disadvantage to a disabled pupil caused by school policies or procedures.
- Children and Families act 2014 and how schools can support and meet the needs of children.
- Children with an Education, Health, and Care Plan (EHCP) school will ensure that the provisions set out in the plan are followed and school will cooperate with outside agencies that may be involved with the child and family.

To help support SEND pupils to maintain behaviour then we will as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these for example:

- Short, planned movement breaks, sensory circuits if a child finds it difficult to be sat still for long periods.
- Adjusting seating plans to allow a pupil with visual or hearing impairments to sit in sight of the IWB and teacher.
- Adjust uniform requirements for a pupil with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.
- Additional staff to provide 1:1 support.
- Breakout rooms with specialist resources.
- Specialised timetables and curriculum that identifies SMART targets for individual pupils.
- Supervision and support for pupils when outside of the classroom, including lunchtimes and extracurricular activities.

Preventing recurrence of misbehaviour

Initial intervention following behavioural incidents.

At Bilston Church of England, we have adopted a range of initial intervention strategies to help all pupils manage their behaviour, this could be the use of Lego or art therapy or involvement with martial arts. As a school we are also seeking activities that can personally develop all our pupils. Through our inclusive curriculum we help all pupils to understand behavioural expectations and providing support for those pupils who struggle to meet these expectations. We recognise that some pupils will need more support than others and this will be delivered in small groups or in one-to-one activities. Discussions between staff involved with an identified pupil will occur to identify what interventions could be used to support a child in regaining their positive attitude and behaviour.

We have a support network of staff to deal with misbehaviour that includes senior leaders, pastoral and SEND support. Pupils will be assessed to identify any underlying factors that may be affecting behaviour. Where SEND support is required then a graduated response will be used. When we have serious concerns about a pupil's behaviour then a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs will be provided.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools.

7. Monitoring and evaluating school behaviour.

At Bilston Church of England, we have strong and effective systems for capturing data related to behaviour through our use of CPOMs. All staff will log information in relation to:

- Behaviour incidents that have required a sanction.
- Attendance, permanent exclusions, and suspension data.
- SEND interventions.
- Safeguarding concerns

This facility allows senior management to analyse all aspects of a pupil, exploring all factors that may be contributing to a pupil's behaviour.

We will also ask stakeholders to take part in anonymous surveys to help analyse the effectiveness of the school behaviour management.

8. Guidance on specific behaviour issues

Child-on-child sexual violence and sexual harassment.

We have a clear culture that sexual violence and sexual harassment are never acceptable and will not be tolerated. Staff will always challenge all inappropriate language and behaviour between pupils. As a school we will follow the general safeguarding principles set out in KCSIE. DSL or DDSL will deal with child-on-child sexual violence or harassment issues considering each incident on a case-by-case basis.

As a school we will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. Pupils who are involved in causing child-on-child sexual violence or harassment will be part of an investigation and will be sanctioned accordingly.

Victims are reassured and supported, kept safe and are taken seriously, regardless of how long it has taken them to come forward. Abuse that happens online or out of school will not be played down and will be treated with equally seriousness.

Behaviour incidents online

We understand that the way in which pupils relate to one another online can have a significant impact on the culture of our school. Negative interactions online can damage our school's culture and can lead to school feeling like an unsafe place. As a school we recognise that behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises.

Through our curriculum we ensure that all pupils understand that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect, and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the DSL or DDSL, when an incident raises a safeguarding concern.

The UK Council for Internet Safety provides guidance to support school staff and designated safeguarding leads: Sharing nudes and semi-nudes: advice for education settings working with children and young people.

As a school we recognise that many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. We feel that we have the confidence to sanction pupils when their behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of our school or if the behaviour could adversely affect the reputation of the school.

9. Communicating the behaviour policy

At Bilston Church of England, we are understanding that communicating the behaviour policy to all stakeholders is an important way of building and maintaining our school's culture. It helps make behaviour expectations transparent to all pupils, parents, staff, and governors, and provides reassurance that expectations of and responses to, behaviour are consistent and fair, proportionate, and predictable.

At the beginning of every academic year the behaviour policy is shared with all staff, new staff on induction. The behaviour policy is published on the school website.