

Bishop Martin C.E. Primary School



'Learning Together, Growing in Faith'

'Let your light shine before others, that they may see your good deeds' (Matthew 5:16).

Behaviour Policy 'The Bishop Martin BRIGHT Way'

September 2026

OUR TRUST'S PRAYER

Heavenly Father

Let peace, friendship and love grow in our schools

Send the Holy Spirit to give:

Excellence to our learning

Love to our actions and

Joy to our worship

Guide us to help others

So that we may all

Learn, Love and Achieve, Together with Jesus.

Amen

Our School Vision and Values

Our school motto statement '**Learning Together, Growing in Faith**' is underpinned by the gospel saying '**May Your Light Shine Before Others So They May See Your Good Deeds**' (Matthew 5.16). Our five Core Christian Values are: **Hope, Trust, Respect, Kindness** and in the centre of all four of these, **Love**. These values are represented, throughout school, by our Values Design. Rooted in the Bible Quotes around the outside of the design, the four Values of **Hope, Trust, Kindness and Respect** all flow towards the centre where our motto sits, surrounded by the heart representing **Love**. This design, its meaning and symbolism and these Christian Values were agreed upon with all members of the family of Bishop Martin fully involved.



Rationale

In line with our Christian foundation and agreed school values, Bishop Martin C. of E. Primary School believes every child has the right to learn in a safe, caring and supportive environment. High standards of behaviour are central to our vision, enabling all members of our community to flourish. We recognise that promoting positive behaviour is a shared responsibility between pupils, staff and parents, and we work in partnership to ensure expectations are clear, consistent and fair.

Our approach is rooted in respect, nurture and encouragement, creating an ethos where all children are inspired and empowered to thrive academically, socially and spiritually. We are committed to ensuring that behaviour systems are inclusive, safeguard pupil wellbeing, and make reasonable adjustments for children with additional needs.

The purpose of this policy is to set out how our Christian school fosters positive behaviour, supports children to make the right choices, and outlines the graduated responses that will be applied when expectations are not met.

Purpose of our LDST Policy

The purpose of this policy booklet is to communicate and clarify the ways in which our Christian school encourages children to behave well and work hard. It also states what will happen when children do not behave well.

Everyone in LDST is dedicated to:

- Developing the highest standards of learning and teaching
- Enabling every pupil to achieve their full potential
- Enabling every pupil to become a responsible member of society

Legislation, statutory requirements and statutory guidance:

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

[Keeping Children Safe in Education \(KCSIE 2026\)](#)

[Suspensions and Permanent Exclusions July 2026](#)

[Use of Reasonable Force effective to March 2026](#)

[Restrictive interventions, including the use of reasonable force, in schools \(effective from 1 April 2026\)](#)

[Behaviour in school: advice for headteachers and school staff Feb 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

Equal Opportunities Statement

Bishop Martin CE Primary believes that it is important that everyone in school is valued as an individual, irrespective of gender, disability, cultural or religious origin, ability and social circumstance.

Expectations of All Staff

- To take collective responsibility for the behaviour of all children within the school community.
- To provide a good role model for children particularly in the way they speak to and behave towards each other and the children.
- To have high expectations of all pupils.
- To ensure any students who are teaching in their class also have high expectations of all pupils.
- To uphold the school rules at all times.
- Treat all pupils fairly and with respect regardless of race, gender, religion and ability.
- To actively promote good behaviour and deal with incidents of poor behaviour in a non-confrontational manner
- To raise pupils' self-esteem and encourage the development of their full potential.
- To contribute responsibly towards creating a safe, caring and pleasant environment.
- To use class rules and sanctions clearly and consistently.

- To form positive relationships with parents so that all children can see that key adults in their lives have a common purpose.

Expectations of All Parents/ Carers

- To support the school behaviour policy.
- To share concerns about the children's education, welfare and behaviour with the school.
- To take an interest in the children's work and celebrate their achievements.
- To encourage the development of appropriate social skills, e.g. good table manners and common courtesy.
- To attend parents' evenings and support school functions.
- To inform teachers of the reasons for all absence on the first morning that the child is absent.
- To ensure that children arrive in school on time.
- To dress pupils in school uniform and to provide appropriate P.E. and swimming kit.
- To attend pre-arranged appointments with school staff.
- To provide good role models for children.
- To support their child in completing homework, including listening to them reading regularly.

Expectations of All Children

- To work hard and to allow others to do the same
- To treat everyone with respect and to show consideration for the needs of others
- To listen to instructions and do what they are asked to do the first time that they are asked
- To take care of property and the environment in and out of school
- To speak to each other in an appropriate manner
- To co-operate with other children and adults
- To be polite. As a minimum, we expect all pupils to use 'excuse me', 'please', 'thank you', hold doors open for adults and to speak to staff quietly and courteously

To help us maintain high standards of behaviour we have agreed a set of child friendly rules. Every pupil is expected to follow these rules and every adult is expected to uphold at all times. ***The Bishop Martin BRIGHT Way – we all shine together.***

Our school rules are encapsulated in the BRIGHT Way. Each strand represents a principle for a positive whole-school behaviour curriculum, which is explicitly taught, practised and modelled:

Be ready to learn

Respect for everyone

Inclusion is key

Good manners always

Haven of safety

Take responsibility

Below details the expectations of each of these principles:

Be ready to learn

We will:

- Sit calmly and showing they are ready to listen.
- Focus on the teacher, speaker or task.
- Keeping hands free (no equipment in hands unless being used).
- Sit up with good posture in their chair or on the carpet.
- Listen carefully and giving full attention when the teacher is talking or modelling.
- Work hard on tasks and showing perseverance, even when things feel challenging.
- Be in the right place at the right time.
- Come to school in the correct uniform and with the right equipment.
- Be ready to work respectfully with a partner or group when asked.

Respect for Everyone

We will:

- Use polite language, including “please,” “thank you,” and greetings.
- Hold doors open and show consideration for everyone in the school.
- Speak kindly to each other, using respectful language when making requests or giving feedback.
- Listen carefully to others without interrupting, and show appreciation for their contributions.
- Work cooperatively as part of a team and value everyone’s ideas.
- Build on or challenge ideas politely and respectfully.
- Accept responsibility for mistakes, apologise when needed, and make amends.
- Take care of our own workspace, tidy up after ourselves, and respect shared equipment and spaces.
- Value differences, including other people’s beliefs, cultures, opinions, and abilities.

Inclusion is key

We will:

- Celebrate that we are all different and unique, and recognise that these differences are positive.
- Accept and value differences in others, including beliefs, abilities, and experiences.
- Treat everyone with respect, regardless of their differences.
- Be sensitive to the fact that some people may behave differently or have different needs.
- Support and encourage each other, especially when facing challenges.
- Work collaboratively with everyone, even if they are not our friends.
- Ensure that no one feels uncomfortable, excluded, or left out.

Good manners always

We will:

- Be polite and respectful when speaking to adults and children.
- Use formal greetings such as “Good morning/afternoon Mr/Mrs/Miss” when appropriate.
- Say “please” when requesting something and “thank you” to show gratitude.
- Say “excuse me” when passing others or if someone is in the way.
- Ask polite questions or make courteous conversation, e.g., “How are you today?” or “Did you have a good weekend?”
- Give eye contact to the person they are speaking to, with adaptations made when required.
- Tidy up after ourselves, including tucking chairs under tables.
- Recognise that using good manners encourages positive and polite interactions in return.

Haven of safety

We will:

- Move safely and sensibly around the school at all times.
- Play responsibly with equipment and put it away correctly after use.
- Sit safely on chairs with feet on the floor and maintain personal space.
- Keep our hands and feet to ourselves and use kind words at all times.
- Avoid play-fighting or any behaviour that could cause harm.
- Follow agreed signals, such as Team Stop or 1-2-3 line up, promptly.
- Understand that safe movement around the school protects everyone and prevents disruption to learning.
- Engage in games and sports in a friendly, non-competitive manner, showing respect for all participants.
- Recognise that not following these expectations may result in appropriate consequences, consistently applied.

Take responsibility

We will:

Good Listening

- Sit attentively and maintain good posture.
- Listen without interrupting and track the speaker.
- Give the speaker our full attention.
- Follow non-verbal signals (e.g., Hand Stop, 1-2-3, Talk Partner) promptly.
- Understand that good listening helps everyone learn without distractions.

Responsible Working

- Present work carefully, following the school's Presentation Policy, including dates and underlined titles.
- Use agreed conventions in maths (e.g., 'one square, one digit').
- Correct mistakes neatly and always try our best in all subjects.
- Follow classroom routines for handing out and collecting books, equipment, and personal belongings.
- Keep the classroom calm and quiet so everyone can learn.
- Speak clearly and confidently when sharing answers, usually in full sentences, and raise hands when seeking support.
- Take care of school resources and understand that deliberate damage has consequences.
- Follow all routines for entering the classroom and preparing for learning, including knowing where to sit.

Sensible Walking

- Line up in single file, facing forwards, keeping hands by our sides.
- Walk at a steady pace, maintaining spacing and following the person in front.
- Walk silently and attentively around the school, including entering and exiting worship
- Pause and wait for adults when crossing corridors or doors.

Teaching the Behaviour Curriculum (The Bishop Martin BRIGHT Way)

The Behaviour Curriculum is reviewed and explicitly taught during the first week of the autumn term alongside National Curriculum subjects. Pupils are expected to learn and apply the content so that

they can recall expectations and act upon them independently. At the start of each half term the curriculum is revisited and reinforced, and it continues to be embedded daily across the year. As with other areas of learning, behaviour is taught through explicit instruction, regular practice and retrieval activities to strengthen retention. All staff model the behaviours consistently and provide pupils with frequent opportunities to practise them in different contexts. For example, lining up may be taught in the classroom but must also be rehearsed in other settings such as lunchtime or playtime.

In line with Tom Bennett's *Running the Room*, our process for teaching behaviour follows four key steps:

1. Identify the routines to be established.
2. Communicate expectations with clarity and precision.
3. Practise the routines until they become automatic.
4. Reinforce, monitor and maintain the routines consistently.

All staff are responsible for knowing and teaching the details of the Behaviour Curriculum and for maintaining the high standards we set. Through this consistent approach, we create a culture where pupils feel safe, included and ready to learn, and where teachers are free to teach without disruption.

Non-Verbal Signals

To support consistency, all staff use Read Write Inc classroom management techniques, including silent signals. These universally taught cues allow staff to gain attention and manage transitions quickly and calmly in any setting — lessons, assemblies or worship. This ensures a common language of behaviour across the school and maximises learning time.

Adaptations

The Behaviour Curriculum is designed for all pupils but is applied with sensitivity and professional judgement according to pupils' ages, stages of development and individual needs. Where pupils have special educational needs and disabilities (SEND), including those with neurodiverse conditions, reasonable adjustments are made in line with the Equality Act 2010. Adaptations may include flexibility in how expectations are communicated or demonstrated, taking account of sensory sensitivities, processing needs or social communication differences. For example, some pupils may find sustained eye contact uncomfortable, and alternative ways of showing attention and respect will be recognised. Staff are expected to apply the curriculum with empathy and understanding, ensuring that every child can engage, succeed and flourish within our community.

School Wide Rewards

At Bishop Martin CE Primary we believe that pupils learn best when they are motivated and that they will be well motivated when they feel good about themselves. Praise, reward and celebration of achievement are very important aspects of the school's approach to promoting good behaviour.

Whole School Rewards

Our rewards system recognises and celebrates positive behaviours and achievements across the school. It is designed to motivate pupils, reinforce the BRIGHT Behaviour Curriculum, and promote a culture where everyone—staff and pupils—can shine.

Shine Bright

Children who consistently follow the BRIGHT behaviour expectations all week will have their name entered into a class raffle, drawn on Friday afternoon. Two winners per class will automatically gain five Dojo Points each.

Shine Brighter

Children who consistently go above and beyond the BRIGHT expectations and act as positive role models for others will be recognised as 'Shining Brighter' in our Lamp Light system. These pupils demonstrate:

- Excellent behaviour
- Radiating light and guiding others

Children who 'Shine Brighter' will receive a special reward at the end of each half term, alongside peers recognised in the same way. Examples of rewards include craft sessions, baking, or practical games. One of our Pupil Leadership Teams, The BRIGHT Squad helps choose appropriate activities, and these sessions are coordinated by Miss McKnight and Mrs Hewitt.

Dojo Points

All pupils have an individual avatar on the Dojo online platform. Dojo points are awarded for:

- Demonstrating positive behaviours in line with the BRIGHT curriculum
- Excellent work, effort, or progress

Children earn certificates and rewards when reaching milestones in increments of 25 points. Milestone rewards are selected by members of our BRIGHT Squad, with input from pupils in class. Dojo rewards are reviewed each term to maintain engagement and relevance. Teachers may also set **whole-class targets**, with collaborative rewards such as additional break time, parachute games, or iPad sessions.

Awards

At the end of each term, children are recognised and celebrated for their achievements and for living out the principles of our Behaviour Curriculum and school values:

- **BRIGHT Award** – One child per class is awarded the BRIGHT Award during our Shine Together Worship. This certificate represents our whole school rules and Behaviour Curriculum and is given to children who consistently live out these expectations in all aspects of school life.
- **Values Award** – In addition, one child per class receives a Values Award, chosen by teachers and support staff, to celebrate pupils who consistently embody the school's Christian values in their actions and attitudes each day.
- **Starlight Award** – Each half term, one child per class will receive the Starlight Award. This award recognises the child as a whole, celebrating their character, effort, and contribution to school life, both in and out of the classroom.
- **Senior Leadership Team Awards** – Members of the Senior Leadership Team also present awards at the end of each term. These may be in recognition of curriculum achievements, outstanding representation of school values, or exceptional positive behaviour.

Note on Rewards

Reasonable adjustments are made to expectations, rewards and sanctions to fit the needs of individual pupils. Staff are made aware of where this may be applicable and apply professional judgement.

School Wide Sanctions

In the event of children not adhering to the code of conduct, the following sanctions will be applied using **adult discrepancy based on the seriousness** of the behaviour (this means that there will be times when some stages are missed out due to the seriousness of the incident).

Whole School Consequences

To promote the highest standards of behaviour outlined in this policy, we follow a whole-school system of consequences designed to support children in reflecting on their choices and taking responsibility for their actions. Our approach encourages pupils to understand the impact of their behaviour on themselves and others, and to make positive choices moving forward.

We use the Shine Bright behaviour system, which ensures all pupils—from Nursery to Year 6 have the opportunity to correct their own behaviour and restore positive relationships. Adaptations are made in the Early Years Foundation Stage to reflect children's developmental needs, including visual cues, adult support, and simplified steps.

In each classroom, a Lighthouse display represents the step system for managing behaviour. All children start their day in the top section, where the lamp emits its light, representing 'Shine Bright'. At this stage, children demonstrate their ability to follow the BRIGHT behaviour curriculum and live by the words:

If children are not following our whole school rules and values outlined in the behaviour policy the following steps must be followed:

Steps	Actions
In the first instance, before the steps - Non-Verbal Warning. (This might be a look or a hand signal or gesture to the child to indicate that the adult has observed the child not following the rules set by the school and needs a Non-Verbal reminder to get back on task.)	
Step 1	Verbal Warning. If the child's behaviour continues, there will be a consequence. At this stage the Pupil's name is moved down the Lighthouse (1). The pupil is moved back to 'Shining Brightly' if they make the right choice and show the teacher the correct attitude.
Step 2	Consequence. (The adult will explain to the child that they will have to miss some or all of their playtime to reflect upon their actions. The Pupil's name is moved further down the Lighthouse (2), and moved back once the consequence is complete.
Step 3	Repeated Consequence – to be logged on CPOMs. If the child's behaviour continues, there will be a consequence during the second play over lunchtime, at this stage support the child to complete a Restorative Conversation Log – Appendix 3 (to be scanned and added to CPOMs). If the incident is deemed more serious, the child will spend their lunchtime with a member of the Senior Leadership Team. (If this happens, children will be given time outside for fresh air.) The Pupil's name is moved further down the Lighthouse (3), and moved back once the consequence is complete.
Step 4	Removal from Class. If the child's behaviour continues, or if a child's behaviour is deemed more serious, the child will spend a period of time completing their work in another class or work from the Reflection Space. The length of time will be agreed with

	the behaviour lead and parents will be informed. The Pupil's name is moved further down the Lighthouse (4), and moved back once the consequence is complete
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Reflection Space

At times, children may find it difficult to stay safe in the classroom for themselves or for others. This may include children with special educational needs and disabilities (SEND), who may need extra time and support to manage their emotions or behaviour.

When this happens, children may be supported to spend some time in our Reflection Space.

The Reflection Space is a calm, comfortable area where children can feel safe, take time to calm down, and think about what has happened. Staff will support children at their own level of understanding, helping them reflect on their choices and feel ready to return to learning in a positive way.

Notes for Application of Consequences

- Teachers are expected to record significant behaviour incidents on CPOMS and share relevant information with senior leaders or colleagues when necessary, for example, if a pupil is required to miss part of their playtime.
- Teachers should keep parents informed about their child's behaviour regularly. Any discussions regarding concerns should be conducted discreetly, tactfully, and privately, focusing on supporting the child to make positive choices.
- Teachers are also expected to communicate promptly with senior leaders about ongoing behaviour concerns to ensure consistency and support.
- No list of sanctions can address every situation; staff must use professional judgment to respond appropriately, while remaining consistent with the school's BRIGHT behaviour expectations and values.

This approach ensures that sanctions are applied fairly, consistently, and constructively, promoting reflection, responsibility, and positive behavioural change.

Beyond 'Shine Bright'

If a child receives a repeated consequence three or more times within a short period, this will be considered Beyond 'Shine Bright', and the following steps will be taken:

1. Initial Discussion and Planning

- The child will meet with the class teacher and key stage lead/behaviour lead to discuss their behaviour and agree a plan for improvement.
- This discussion will be logged on CPOMS.
- For repeatedly disruptive behaviours, the class teacher will use the A-B-C Model (Appendix 4) to record and analyse patterns of behaviour.

2. Parental Involvement and Individual Behaviour Plan (IBP)

- If behaviour does not improve, parents will be contacted and invited to meet with the class teacher to discuss concerns.
- An Individual Behaviour Plan (IBP) will be created to set realistic, achievable targets, and may include a daily report card to support monitoring and progress.

- All interventions and outcomes will be recorded on CPOMS.

3. Review and Further Support

- If there is still no improvement, parents will meet with the class teacher and key stage/behaviour lead to review and adjust the IBP.
- Additional strategies may be introduced as required, with a formal review after two weeks to assess progress and plan next steps.

4. Exceptional Circumstances

- In cases of persistent or serious behaviour concerns, the school may consider fixed-term suspension or permanent exclusion in line with statutory guidance.

This structured approach ensures that **all children are supported to understand and reflect on their behaviour**, while maintaining high standards and safeguarding a positive learning environment.

Suspension / Fixed-Term Exclusion

Bishop Martin CE Primary School has no desire to exclude a child, and suspension is only ever considered as a last resort. Before any exclusion is considered, all other strategies outlined in this behaviour policy will be exhausted.

Fixed Term Suspension: Pupils will be excluded from school for a specified period which may range from one day to fifteen days. At this stage parents will be consulted and a plan for behaviour improvement will be agreed.

Permanent Exclusion: The pupil will be permanently excluded from school. This effectively means that the child will cease to be a pupil at The Beacon and will need to find another school.

The Headteacher may exclude a child where remaining in school would seriously harm the education or welfare of the pupil or others. Exclusion is always a last resort. Fixed-term suspension or permanent exclusion will be communicated in writing with full information on the appeals process. Belonging is central to everything we do at (school name), and exclusion sits in tension with that principle. We will always exhaust every avenue of support before reaching that point. However, in a very small number of cases it may become clear that a child's needs require specialist support that goes beyond what a mainstream primary school can provide. Where this is the case, the Head teacher – working closely with parents, the SENDCO, the Local Authority and relevant professionals – may determine that a specialist setting would better serve the child's long-term wellbeing. Any such transition will be handled with care and the school will actively support the move.

Our commitment: Exclusion is always a last resort. Where specialist provision is considered, it is because we believe it will open more doors for that child – not fewer.

Reintegration Meetings

When a pupil returns to school following a suspension or transitions back to a mainstream classroom from a Pupil Support Unit, structured reintegration meetings are held to support both the pupil and their family.

This includes:

- **Pre-Return Meeting:** Schedule a mandatory meeting before the pupil returns to the classroom involving the pupil, parents or carers, school leaders, and relevant support staff.

- **Agreement on Expectations:** Re-establish school rules, clarify boundaries, and agree on clear goals for behaviour and attendance.
- **Restorative Focus:** Provide space to discuss what happened, address root causes, and focus on moving forward rather than reiterating punishment.

Reduced Timetables

Where a child is finding the full school day emotionally or behaviourally very challenging, a reduced timetable may be agreed with the Local Authority as a short-term, time-limited measure. This is a supportive intervention, not a sanction, and will always:

- Be formally agreed with the Local Authority and documented
- Include a clear reintegration plan with a review date
- Be developed in partnership with parents, carers and, where appropriate, the child
- Be supported by the SENDCO and external agencies as needed

The child's educational provision, welfare and progress will be closely monitored throughout and parents kept fully informed.

Allegations of abuse against staff and other adults working in the school

Unfounded or malicious allegations will be reported to the local authority designated officer (LADO). The LADO may then refer the matter to children's social care services.

The headteacher will consider whether to take any disciplinary action against the pupil who made the allegation, such as:

- School consequence
- Fixed term suspension
- Permanent exclusion

The police may also be asked to consider whether any further action may be appropriate against the person responsible.

Playground Supervision

All staff responsible for children on the yard should circulate as much as possible, keeping a close eye on those children whose behaviour is often inappropriate. Where possible adults should organise and join in games with the children. During playtimes, children are not allowed back into the school building unless with an adult.

The roles of the adults on duty are outlined below:

Adults on duty are responsible for the overall behaviour at playtimes and at the beginning and end of the school day. They need to make sure accidents are recorded and that behaviour is dealt with

appropriately. Children can be asked to stand against the wall for time-out or can be asked to stay with an adult. Children should never be sent in on their own- either to missed play or to see a member of SLT.

The teacher outside is also responsible for blowing the whistle promptly and supervising lines so that lessons can begin on time. They must not leave the playground **under any circumstances** until all classes have been collected. **If you know you are unable to do this duty, please ensure you have a replacement.**

This involves the supervision of football or other ball games which children play on a rota. Children who argue, or are overtly competitive, will be asked to leave the game and may miss the next game.

Children are expected to:

- Walk sensibly from their classroom to the playground.
- Play safely, ensuring they do not hurt themselves or others.
- Include all peers in games and avoid leaving anyone out.
- Avoid play fighting to prevent accidental injury.
- Share equipment, take turns, and put all equipment back in its designated place.
- Be kind and considerate, thinking of others during play.
- Line up safely, quietly, and promptly when called, ready to return to class.

Playground Supervision

Adults on duty are responsible for maintaining a safe and positive environment at all times. Responsibilities include:

- **Monitoring behaviour proactively** and ensuring that any incidents are addressed in line with the Shine Bright steps.
- Recording **accidents and significant behaviour incidents**. Children should never be sent alone to miss play or see senior leaders; an adult must always accompany them.
- **Supervising line-ups and ball games**, including enforcing rules for fair play and asking children to leave a game if necessary.
- **Blowing the whistle promptly** and maintaining supervision until all classes are safely collected.
- **Ensuring continuity of duty**: if a staff member cannot cover their allocated duty, they must arrange a replacement.
- **Modelling positive behaviour** and using restorative approaches to support children in resolving conflicts during play.

SEND Code of Practice

No child will be sanctioned for behaviour directly linked to a SEND need. Staff will use social stories, sensory resources, safe spaces and fiddle tools to support individual needs. Violence cannot be tolerated and will always be managed within the school's behaviour expectations.

Children with serious or repeated difficulties may require an Individual Behaviour Plan. Where dysregulation impacts on others, short or longer-term support outside the classroom may be necessary. SEND is a reason, not an excuse for poor behaviour – our role is to teach appropriate

behaviours in partnership with families. We may seek assessment from an Educational Psychologist or refer, with parental agreement, to CAMHS.

If a child with an EHCP faces suspension or permanent exclusion, the school will liaise with the Local Authority through the EHCP process to put appropriate support in place.

Pupil Support

If a looked-after or post-looked-after child faces suspension or permanent exclusion, the school will contact the Virtual School. The Designated Teacher will liaise with relevant professionals to address the factors affecting the child's behaviour. The school meets its duties under the Equality Act 2010. Where a child with a protected characteristic exhibits challenging behaviour, the SENDCO will assess for underlying needs and reasonable adjustments will be made. Specialist teachers, educational psychologists and medical practitioners may be involved. Support plans are created with parents and reviewed regularly and may include referral to a more appropriate placement.

Mobile Phones

We encourage mobile phones to be kept at home. However, we are aware that some pupils may need to have one dependent on arrangements for leaving school. If a pupil does require their mobile phone for this reason, parents/carers must notify school by calling the school office or speaking to their teacher. The phone must be handed to the teacher upon entering school. It will remain locked away in the school office until the end of the day.

Behaviour Lead

Our Behaviour Lead is Mrs Hewitt

Staff induction

All staff will receive behaviour management CPD during INSET day at the start of each academic year. Regular CPD sessions will be part of staff meetings throughout the year.

Banned Items – As stated in guidance from the DfE

The school may search your child if they think your child has any banned items. The member of staff should always try to get your child's cooperation before searching them. If your child does not cooperate, the staff member may still search them if there's a risk of serious harm. Banned items include:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence

- anything banned in the school rules

What happens during a search?

Searches must always be carried out by someone of the same sex as your child. A witness should also be present unless there's a risk of serious harm if the search is not carried out urgently. The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

Metal detectors

Schools can make pupils go through a metal detector - they do not have to suspect that your child has a weapon. If your child refuses to go through the metal detector, they may be searched by a member of staff.

When an item can be confiscated

A member of staff can confiscate an item if:

- it's banned
- it poses a risk to any person
- it's considered to be evidence relating to an offence

School staff may also confiscate items as a sanction.

Complaining about a search

Parents should always be told about any search for a banned item and the outcome - including any sanctions. If you're unhappy with a search on your child at school, talk to the headteacher. If you're not satisfied, ask for a copy of the complaints procedure.

Monitoring

Senior leaders monitor behaviour daily. A behaviour learning walk by the Headteacher, Deputy Headteacher or the Assistant Headteacher will take place regularly and feedback will be provided to all staff. Behaviour records will also be monitored every half term. Governors will also be presented with an update regarding behaviour and attitudes every term.

Bullying

We are committed to preventing all forms of bullying—including physical aggression, name-calling, social exclusion, cyberbullying, and prejudice-based harassment targeting protected characteristics under the Equality Act 2010. Through our PSHE and online safety curriculum, we foster a school culture built on mutual respect and inclusion.

When bullying is suspected or reported, pupils are encouraged to speak immediately to any trusted adult in school, and parents are advised to contact their child's class teacher or the pastoral team. All reports are taken seriously, investigated promptly, and recorded by staff to track patterns and ensure accountability. We maintain an open, non-judgmental environment where every child feels heard, and parents are kept informed throughout the resolution process.

Where bullying occurs, we apply clear, proportionate consequences from our behaviour policy alongside targeted interventions that help the child who bullied understand the impact of their actions and develop empathy. Concurrently, targeted pupils receive immediate, tailored pastoral support to rebuild confidence and feel secure. Severe or persistent bullying is managed as a

safeguarding issue (*Child-on-Child Abuse*) in line with *Keeping Children Safe in Education*, and where necessary, external support or referrals are made.

Discriminative Behaviour

Any discriminative language or behaviour against disabilities, gender, sex, sexuality, race, religion, or belief should be reported immediately to the safeguarding team and uploaded to CPOMS under the correct categories.

All teachers have a duty to promote the safety and wellbeing of all children and young people in our care, including lesbian, gay, bisexual and transgender pupils and those experiencing homophobic, biphobic or transphobic bullying.

Parents should also be informed of any language or behaviour displayed within school or around the school grounds.

Child-on-Child Abuse

We recognise that child-on-child abuse can occur in any setting. With this in mind, we aim to prevent incidents occurring through the delivery of our curriculum. This provides developmentally appropriate PSHE and RSE which develops children's understanding of acceptable behaviour and keeping themselves safe. This helps in creating a culture where pupils feel able to share their concerns openly, in a non-judgemental environment, and have them listened to. Our curriculum also provides a robust online safety programme which develops children's knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking.

If an incident is reported, a member of the safeguarding team (DSL/Deputy DSL) will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected. The DSL/Deputy DSL will use their professional judgement to determine whether it is appropriate for alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required.

For more guidance please see our Child Protection Policy.

Use of Reasonable Force

School refers to the guidance released by the DfE in regard to the use of reasonable force. Links for this are provided on page 1 of this document.

Staff may use reasonable force as a last resort to prevent a child causing disorder, hurting themselves or others, or damaging property. Staff are trained in Team Teach Techniques.

Physical restraint must:

- Use minimum force for the minimum time necessary
- Maintain the safety and dignity of all involved
- Never be used as punishment
- Be recorded and reported to parents

Off-Site Behaviour

School rules apply on all off-site activities including trips and sporting events. Social media incidents that affect school or impact others during the school day will be investigated and appropriate sanctions applied. Misuse of school technology, accounts or platforms will be managed under this policy.

To be reviewed: July 2027

Restorative Conversation Log

Date of incident	Children involved	Class	Member of staff

Can you tell me what happened?	
What were you thinking/feeling at the time?	
How have you been thinking/feeling since it happened?	
Who do you think has been affected by your actions? How were they affected?	
What could you do now to help make things right?	
How can we prevent this from happening again in the future?	
What can I do to help you?	

Signed:

Child _____

Adult in school _____



Bishop Martin C.E Primary School

Recording and Analysing Disruptive Behaviour using the A-B-C Model



What is the Antecedent Behaviour Consequence (A-B-C) model?

A-B-C or ABC recording is a way of collecting information to help determine the function of a child's behaviour. It does this by breaking down your observations into three elements:

- **Antecedents (A):** what happened *directly before* the behaviour occurred.
- **Behaviour (B):** the specific action(s) or behaviour of interest.
- **Consequences (C):** what happened *directly after* the behaviour occurred.

Thinking of behaviour in these terms helps to understand *why* a child is behaving in a particular manner. This allows more meaningful interventions rather than just trying to prevent the behaviour itself.

Once collected, ABC information can provide some valuable insights on its own. It can be used informally by you to **identify patterns of behaviour** and subsequently develop effective management strategies. This can be applied in all sorts of settings, from parents at home, to teachers in the school classroom.

Steps to Assess and Analyse Disruptive Behaviour

1) Identify Problem Behaviours: make a record of all the inappropriate/disruptive behaviours being exhibited by this pupil. Identify one that causes most concern, one that you would like to improve.

2) Observe and Record Behaviour: Having selected one behaviour, document each time this behaviour occurs. The purpose of this is to get a *baseline record* of the behaviour. In this process, you can note exactly what is happening, when it is happening, who is present at the time, and what is the intensity of the behaviour. Recording of behaviours should be carried out over the course of a full week.

3) Analyse Data Gathered: once the recording phase has passed, an analysis of the data may be able to answer the following two questions: What does this data tell me? What can I do about it? Alternatively, the A-B-C questionnaire can be used.

4) Implement Intervention Strategy (Individual Behaviour Plan): We need to identify ways of helping/encouraging the pupil to change his/her behaviour to a more acceptable behaviour. What we might need to consider here includes the following:

What are the *antecedents/triggers* that we can identify and how might we minimise/ alleviate the impact of these? We can try to:

- a. Avoid situations that are likely to lead to the behaviour
 - b. Distract rather than confront the pupil
 - c. Match the activity to the pupil's ability level
 - d. Get the pupil's full attention before giving directions
 - e. Give more positive than negative attention
 - f. Alert the pupil to a change in lesson / activity
 - g. Anticipate problem times and plan for them
 - h. Give clear directions
 - i. Model the appropriate behaviour you wish to see
 - j. Choose a few simple clear rules and stick to them
- What are the new behaviours/skills we wish the pupil to display and how do we teach these behaviours/skills to him/her?
 - What types of rewards/incentives does this pupil like to receive?
 - What type of sanctions/direct consequences may be most effective in preventing the pupil from displaying the inappropriate behaviour?
 - How will we measure what we see? Continue with recording to compare to the baseline record
 - How will we write this strategy? Draw up a Behaviour Contract with/for the pupil

During the implementation phase, it is important to use as many of the positive behaviour strategies as possible, for example:

- Catch them being good - Praise and encourage
- Reward appropriate behaviour
- Tactically ignore behaviours if it's safe to do so
- Make positive contact with parents
- Offer choice to the pupil where possible
- Teach the pupil an alternative acceptable behaviour

5) Evaluate the Intervention: assess after one day/week/month whether the plan is working or not. If not, think about whether it is worth persisting with it or try a different approach. Communication with all parties is vital – consult with other staff members, parents and with the pupil to get their views on how the support plan is working



Bishop Martin C.E Primary School

Recording Disruptive Behaviour Frequency Chart



Task: Input **x** each time the disruptive behaviour occurs in each time slot. Tick ✓ if it does not occur.

Pupil's name _____ Year group _____ Week of _____					
Behaviour to be observed _____					
Alternative behaviour sought _____					
Consulting adult _____					
15.20 Home time					



Bishop Martin C.E Primary School
Recording Disruptive Behaviour Frequency Chart
Pupil Self-Assessment



Task: Pupil rates him/herself for each time slot (input **x** each time the disruptive behaviour occurs and tick ✓ if it does not occur). Afterwards it can be compared with the **Frequency Chart** compiled by the adult.

Pupil's name _____ Year group _____ Week of _____
Behaviour to be observed _____
Alternative behaviour sought _____
Consulting adult _____

**It is advisable to tell the pupil what you are doing, as this in itself may act as a deterrent. "Brian, I'm concerned about your continued hurtful comments to other people in the class, which is breaking our class rule on respecting others. I'm going to keep a record for this week of how often this happens, but I'd like to record as few comments as possible, preferably none. I'd like you to try hard to keep this record sheet blank / free of X's."*



Bishop Martin C.E Primary School

Recording Disruptive Behaviour Questionnaire



Task: Using the data gathered in the **Frequency Chart** or the **ABC Chart** and/or the **Pupil Self-Assessment Chart**, answer the following questions in relation to the one behaviour you have been recording.

Pupil's name _____	Year group _____	Week of _____
Behaviour to be observed _____		
Alternative behaviour sought _____		
Consulting adult _____		

Entry to school					
15.20 Home time					

Question	Answer
How frequently does this behaviour occur (count)?	
In which lessons is it more or less frequent?	
At what time does it most frequently occur?	
How is the class organised at the time?	
What am I doing at the time?	
How is the pupil occupied at the time?	
What's my immediate response?	
What's the pupil's reaction to my response?	
How do other pupils respond?	
What has worked in the past to deal with this?	
Now that I have this information. What can I do with it?	



Bishop Martin C.E Primary School Disruptive Behaviour ABC Chart



Task: Complete for a specific behaviour exhibited by a child.

Date/time	Antecedent <i>What happened directly before the behaviour occurred.</i>	Behaviour <i>Describe what the student is actually doing. Include where it occurred, who was in the room, and how long the incident lasted.</i>	Consequence <i>Describe what the adult / other students do. Include how the student responds to this.</i>

Evaluation: