



Behaviour Policy and Statement of Behaviour Principles

Chapelfield Primary School

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1. Aims

This policy aims to:

- **Create a positive culture** that promotes excellent behaviour, ensuring all pupils can learn in a calm, safe, purposeful and supportive environment.
- **Foster an ethos of mutual respect and trust** in all relationships within our school community.
- **Establish a whole-school approach** to maintaining high standards of behaviour that reflect the values of Chapelfield Primary School.
- **Enhance self-esteem** through positive reinforcement, praise, encouragement, and by valuing everyone's contribution to the wellbeing of our school community.
- **Clearly outline behaviour expectations and consequences** so everyone knows what is expected.
- **Provide a consistent approach to behaviour management**, applied equally to all pupils by all staff.
- **Encourage self-discipline** so that positive behaviour is maintained both in and out of school, without reliance on rewards.
- **Define unacceptable behaviour**, including bullying and discrimination, so that everyone understands what will not be tolerated.

Our school values of **Caring, Commitment, Honesty, and Respect** underpin everything we do at Chapelfield and guide our behaviour expectations.

2. Rationale

At Chapelfield Primary School, everyone has the right to:

- Feel safe, happy, and secure at all times while at school

- Learn and play without threat or disruption from others
- Be free from discrimination, harassment, or victimisation of any kind
- Know that bullying is unacceptable and will be addressed, even if it happens outside normal school hours, including online
- Be respected, listened to, and treated fairly and sensitively

It is everyone's responsibility at Chapelfield to uphold these rights in every classroom and throughout the school. All children and adults are expected to behave appropriately and follow both whole-school and classroom expectations at all times.

Children should never be humiliated by adults in the school community. They should always be reassured that, while we may reject aspects of their behaviour, we do not reject them as individuals. We use the language of choice to support this approach.

3. Legislation, statutory requirements and statutory guidance

Our behaviour policy is underpinned by the following legislation and statutory guidance:

- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2022)
- Keeping Children Safe in Education (DfE, 2026) - effective from 1 September 2026
- Exclusion from Maintained Schools, Academies and PRUs (DfE, 2023)
- Searching, Screening and Confiscation (DfE, 2022)
- SEND Code of Practice (2015)
- Use of Reasonable Force (DfE, 2013)

4. Definitions

Unacceptable behaviour at Chapelfield Primary School includes:

- Dangerous behaviour that puts the health, safety, or wellbeing of oneself or others at risk
- Intimidation, aggression, or threats—either physical or verbal—by an individual or group
- Bullying of any kind
- Discrimination or abuse towards any group or individual
- Sexual violence and sexual harassment, such as:
 - Intentional sexual touching without consent
 - Sexual comments, jokes, or taunting
 - Physical behaviour, such as interfering with clothes
 - Online sexual comments or messages
 - Making or sharing of nudes or semi-nudes (including images that are digitally altered or wholly generated by artificial intelligence, such as deepfakes)
- Fighting in any form
 - Children are helped to understand that 'play-fighting' is not acceptable, as it can easily escalate and cause harm
- Possession or use of prohibited or illegal items

- Including using or threatening to use any item to cause harm to themselves, others, or property
- Swearing
- Rudeness or defiance towards any adult working in school, including refusing instructions or not accepting consequences
- Damage to or theft of property
 - This includes school equipment, classroom resources, or personal property belonging to others
- Disruption of learning for others
 - Examples include calling out, making unnecessary noises, off-task conversations, wandering around, or wasting time
- Dishonesty, such as lying to avoid a difficult situation
 - Children are encouraged to understand that being truthful helps resolve issues quickly, minimises impact on others, and avoids escalating consequences

Consequences for unacceptable behaviour will always be meaningful, appropriate, and clearly understood. They aim to put things right and restore relationships. Follow-up discussion after an incident plays a vital role in helping children understand the impact of their behaviour on others. Throughout, we use the language of 'choice' to support pupils in making better decisions

5. Bullying

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

At Chapelfield Primary School, we are committed to providing a supportive, caring, and safe environment where every child is free from the fear of bullying. Bullying of any kind is not tolerated.

For more details, please refer to our Anti-Bullying Policy.

6. Roles and responsibilities

6.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

6.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils

- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

6.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

6.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key values, rules and routines

- The rewards they can earn for meeting and exceeding the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

7. School behaviour curriculum

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 quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

7.1 Mobile phones

Mobile phones are allowed on site only for children who walk to and from school independently. Upon entering the school building, phones must be switched off handed to staff members to be stored in the designated mobile phone box in their classroom, where it will remain until the end of the school day.

These rules are in place to safeguard pupils, minimise distractions, and support a positive learning environment.

Any child not following these rules will have their phone confiscated, and their parent or carer will be informed.

No other smart devices, including smartwatches, should be brought into school.

If a child requires access to a phone for medical reasons, this will be clearly detailed in their individual medical care plan.

8. Responding to behaviour

8.1 Our Behaviour Blueprint

All behaviour management is underpinned by our values. These are discussed with all pupils in Our Values

- Honesty
 - Be true to yourself and others
 - Speak truthfully and helpfully

- Respectful
 - Use appropriate language and positive body language
 - Look after our school and represent it well
 - Show good manners
- Caring
 - Be kind and compassionate to yourself and others
 - Share and support each other
 - Treat others as you wish to be treated
- Commitment
 - Always try your best and show resilience
 - Be ready to learn

8.2 Routines and Rituals

At Chapelfield Primary School, establishing clear routines and rituals is an essential part of creating a calm, consistent, and positive learning environment. These routines help pupils understand what is expected of them throughout the school day and support the smooth running of the school. By embedding these practices, we ensure that all pupils feel secure, ready to learn, and able to move around the school safely and respectfully.

Our key routines and rituals include:

- Ready Signal: Used to gain attention and prepare for learning
- Wonderful Walking: Moving calmly and quietly around school
- Legendary Lining Up: Lining up smartly, ready to learn

These routines are modelled and reinforced by all staff, helping to promote high standards of behaviour and support every child's success.

8.3 Consistency Across Adults

Consistency from all staff is fundamental to maintaining high standards of behaviour at Chapelfield Primary School. When adults respond to situations in a calm, kind, and consistent manner, pupils feel secure and understand what is expected of them. This consistency ensures that every child receives fair and predictable responses, helping to build trust and a positive school culture.

All staff at Chapelfield Primary School are committed to:

- Being calm, consistent, and kind in their approach
- Never "walking on by" when behaviour needs addressing
- Meeting and greeting every child every morning

By modelling these behaviours every day, staff set a clear example for pupils and contribute to a supportive, respectful, and inclusive environment for everyone.

8.4 Recognition and Rewards

We recognise and celebrate positive behaviour through:

- Positive praise
- Giving first attention to best conduct
- Phone calls or messages home to celebrate achievements
- Marbles in the class jar (whole-class reward increments at 25, 50, 75, 100)
- Prize box/stickers
- Headteacher Awards linked to our school values
- The Golden Book (celebrating exceptional behaviour/actions)

8.5 Steps for Supporting Behaviour

When behaviour falls below our expectations, staff use the following graduated approach:

1. Quiet Reminder
A gentle reminder of expectations and values.
2. Quiet Warning
Outline behaviour and possible consequence.
3. Last Chance Microscript (Consequence: 5 mins lost)
"I have noticed that you are... [describe behaviour]. At Chapelfield, we [link to value/rule]. Because of that, I need you to... [describe positive action]. Do you remember when you... [refer to previous positive behaviour]? That's what I need to see today. Thank you."
(Give take up time)
4. Cool Off
Child moves to another classroom with a card to reflect.
5. Sent to SLT
For a restorative conversation and further consequence if needed.

8.6 Restorative Conversations

When behaviour requires further reflection, we use restorative conversations to repair relationships and encourage accountability:

1. What happened?
2. What were you thinking/feeling when it happened? (KS2)
3. What have you thought about since?
4. Who has been affected by your actions?
5. How have they been affected/how did they feel?
6. What can we do to make things right?
7. How can we do things differently in future?

We always aim to PIP (Praise in Public) and RIP (Reprimand in Private).

8.7 Roles and Responsibilities

- All staff: Model positive behaviour, follow the policy consistently, recognise and support pupils, communicate clearly with parents/carers.
- SLT: Support staff, monitor behaviour data, lead restorative conversations.
- Pupils: Show honesty, respect, care, and commitment in all they do.
- Parents/carers: Support the school's values and work in partnership with staff.

9 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

9.1 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

9.2 Searching and confiscation

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

At Chapelfield Primary School, keeping everyone safe is our top priority. Occasionally, staff may need to search a pupil if there are concerns they may have something dangerous or not allowed in school.

Key points:

- Only authorised staff (approved by the headteacher) can carry out searches.
- Whenever possible, a staff member of the same sex as the pupil will do the search, with another adult present.
- In urgent situations where someone's safety is at risk, a search may be carried out by any authorised staff member, even without a witness.
- Pupils will always be treated respectfully. Staff will explain why the search is happening and what it involves, and will ask for co-operation.
- Searches will take place privately, away from other pupils, and only on school premises or during school activities.
- Searches may include a pupil's outer clothing, pockets, bags, lockers, or desks.
- If a pupil refuses to co-operate, we will try to find out why and offer support. If needed, reasonable force may be used to search for dangerous or prohibited items, but only as a last resort and in line with safeguarding procedures.
- Parents/carers will be informed as soon as possible if their child has been searched for prohibited items, and will be told what was found and what actions have been taken.
- All searches for prohibited items are recorded and reported to the designated safeguarding lead (DSL).
- After any search, we consider if the pupil needs further support or safeguarding.

These procedures help us keep our school safe, fair, and supportive for everyone.

9.3 Behaviour Outside of School

At Chapelfield Primary School, we expect our pupils to demonstrate our school values of Caring, Commitment, Honesty, and Respect both in and out of school. High standards of behaviour are expected at all times, including when pupils are off the school premises.

Our expectations include:

- On the journey to and from school:
Parents and carers are responsible for their children's behaviour as they travel to and from school. We ask parents to support us by reinforcing our expectations and ensuring children behave safely and respectfully in the local community.
- Off-site activities and school visits:
The same behaviour expectations apply during all school-organised activities, trips, and events. Pupils are expected to follow school rules and demonstrate positive behaviour, representing Chapelfield Primary School with pride.
- Behaviour in the community:
If we are made aware of incidents of poor behaviour involving our pupils outside of school hours or off the premises (including online), we will work with families to address concerns. We may apply school sanctions in line with our policy if the behaviour affects the wellbeing of other pupils, staff, or the school's reputation.
- Parental involvement:
We ask parents and carers to take an active role in supporting good behaviour outside of school, including offering appropriate sanctions at home if necessary. Where issues arise on the journey to or from school, parents should address these promptly and work in partnership with the school to resolve concerns.

By working together, we can ensure all our pupils are safe, respected, and positive members of both our school and wider community.

9.4 Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

At Chapelfield Primary School, we have a zero-tolerance approach to all forms of sexual harassment and sexual violence. Every incident—no matter how small it may seem—is taken seriously and will never be ignored.

Our Commitment:

- Pupils are encouraged to report anything that makes them feel uncomfortable, whether it happens in school, on the way to or from school, online, or elsewhere
- This includes any incidents involving the making or sharing of nudes or semi-nudes, including images that have been digitally altered or wholly generated by artificial intelligence (such as deepfakes)
- All reports will be met with a response that is:
 - Proportionate
 - Considered
 - Supportive
 - Decided on a case-by-case basis
- All incidents involving nudes or semi-nudes mandate a safeguarding response, regardless of whether they appear consensual or were shared as a joke

Our Procedures: When an allegation or concern is raised, we will:

1. Respond promptly and listen carefully to the child.
2. Record the concern accurately and sensitively, following our safeguarding procedures.
3. Carry out a risk assessment, where appropriate, to determine the best course of action. This might include:
 - Managing the incident internally
 - Referring the child and family to Early Help services
 - Referring to Children's Social Care
 - Reporting to the police, if necessary
4. Keep the child safe and provide appropriate support throughout the process.
5. Communicate with parents and carers as appropriate, keeping them informed of the steps being taken, unless this would put the child at greater risk.

All concerns and actions are documented on our safeguarding system, and the Designated Safeguarding Lead (DSL) will oversee and coordinate the response.

For further information, please see our Child Protection and Safeguarding Policy.

9.5 Malicious Allegations

At Chapelfield Primary School, we take all allegations against staff and pupils very seriously. If a pupil makes an allegation against a member of staff, or against another pupil, and it is found to have been deliberately invented or malicious, we will consider appropriate disciplinary action in line with our behaviour policy.

Key principles:

- If a pupil deliberately invents or makes a malicious allegation against a member of staff or another pupil (including allegations of sexual violence or harassment), the school will consider sanctions as outlined in our behaviour policy.
- In all cases where an allegation is found to be unsubstantiated, unfounded, false, or malicious, we will review the situation carefully. In collaboration with the Local Authority Designated Officer (LADO) where relevant, we will consider if the pupil who made the allegation needs support, or if the allegation may have been a cry for help. If so, we will make a referral to Children's Social Care as appropriate.
- We will also ensure the pastoral needs of any staff member or pupil who has been accused are fully considered and supported.

For more information, please see our Child Protection and Safeguarding Policy.

9.6 Facilities for Biological Sex and Social Transition

Facilities Usage Based on Biological Sex

At Chapelfield Primary School, we are committed to maintaining the safety, privacy, and dignity of all pupils. In line with statutory guidance in Keeping Children Safe in Education 2026, the following mandatory restrictions apply:

Children are prohibited from entering toilets, changing rooms, and any boarding or residential accommodation designated for the opposite biological sex

Participation in PE classes or sports designated for a specific sex must be based on biological sex

These restrictions apply at all times, with no exceptions, including when supporting a child's social transition

Where appropriate, we will provide reasonable adjustments to support individual pupils, such as access to a private changing space or toilet facility, while maintaining these safeguarding requirements.

Social Transition

Social transition refers to changes a child may wish to make in how they present themselves at school, which may include changes to name, pronouns, uniform, or other aspects of their school experience.

At Chapelfield Primary School:

We will not initiate any action regarding social transition. We will only respond if a child or their parent/carer specifically requests support in this area

As a primary school, we exercise particular caution when considering requests for social transition. Support for full social transition will be agreed very rarely, and only after careful consideration of the individual child's circumstances

Parental involvement is essential. Staff will not adopt any changes relating to social transition without a decision involving the child's parents/carers, except in exceptionally rare cases where doing so would pose a greater risk to the child's safety or wellbeing

We will work in partnership with families to understand the child's needs and agree on appropriate support, which may include referral to specialist services

Accurate recording of biological sex is a legal requirement. The school will record a child's biological sex accurately wherever it is recorded in our systems

Any requests or concerns regarding social transition should be directed to the headteacher and designated safeguarding lead, who will handle each case sensitively and in accordance with statutory guidance and the child's best interests.

9.7 Filtering and Monitoring Systems

At Chapelfield Primary School, we take our responsibility to keep children safe online very seriously. We have appropriate filtering and monitoring systems in place to protect pupils from harmful and inappropriate content when using school IT systems and devices.

Our Approach:

- **Filtering systems** block access to inappropriate websites and content, including material that is illegal, harmful, or unsuitable for children
- **Monitoring systems** help us identify concerning online behaviour or attempts to access inappropriate content, allowing us to respond quickly to safeguarding concerns
- Our systems are proportionate and do not unreasonably restrict access to educational content

Annual Review:

In line with statutory requirements in Keeping Children Safe in Education 2026, we conduct a strict review of our filtering and monitoring systems **at least once every academic year**.

This review is conducted by:

- Anna Reed, the Senior Leadership Team member and Designated Safeguarding Lead responsible for filtering and monitoring
- Supported by **Sharon Seddon**, technical support and In4Tech, external technical support from

The review ensures our systems remain effective, up to date, and appropriate for our pupils' needs. Any concerns or improvements identified during the review are acted upon promptly.

Reporting Concerns:

Staff, pupils, and parents should report any concerns about online safety, including issues with filtering or monitoring, to the designated safeguarding lead or the IT support team.

For more information, please see our Online Safety Policy.

10. Serious sanctions

10.1 Removal from Classrooms

At Chapelfield Primary School, keeping everyone safe and ready to learn is very important. Sometimes, if a pupil's behaviour is very serious or keeps disrupting learning, we may need to remove them from the classroom for a short period.

Key points about removal:

- Removal is only used for serious or repeated misbehaviour, or if other strategies haven't worked.
- Sometimes, if behaviour is extremely unsafe or disruptive, a pupil may be removed straight away.
- The pupil will be supervised by a member of staff, and will still do meaningful learning activities, although these may be different from usual classroom work.
- Removal helps:
 - Restore calm and order if a pupil is being very disruptive
 - Keep everyone safe
 - Give the pupil time to calm down in a safe space
 - Allow the pupil to carry on learning in a more managed environment

The pupil will be supervised by a member of the Senior Leadership Team (SLT) or a designated staff member, and will only be removed for as long as necessary to help them return safely and ready to learn. Pupils will not be removed for long periods without the headteacher's agreement, and they will return to class as soon as it is safe and appropriate.

We always consider what extra support a pupil might need to help them return successfully to the classroom. This may include:

- Meetings with a staff member
- Short-term behaviour report cards
- Long-term behaviour plans
- Support from outside agencies if needed

Parents and carers will be informed on the same day if their child is removed from class. All incidents are recorded on CPOMS, including what happened and any relevant pupil information.

10.2 Suspension and Permanent Exclusion

In very serious cases, or if a pupil's behaviour does not improve after other approaches, the school may use suspension or permanent exclusion. These decisions are only made by the headteacher and always as a last resort.

11. Responding to misbehaviour from pupils with SEND

11.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Where possible staff will anticipate and remove triggers of misbehaviour. This could be through a range of approaches such as;

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

11.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction

- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', the school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

11.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from external agencies to identify or support specific needs and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

11.4 Pupils with an education, health and care (EHC) plan

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

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

The Local Authority SEN team can be contacted via 0161 253 5969 or email senteam@bury.gov.uk.

12. Supporting Pupils Following a Sanction

At Chapelfield Primary School, we believe that every pupil deserves the opportunity to learn from mistakes and make a positive return to class or activities after a sanction. Our approach focuses on restorative practice, helping children understand the impact of their actions and repair relationships.

Our support for pupils after a sanction includes:

Restorative Conversations:

After a sanction, staff hold a restorative conversation with the pupil. This gives the child a chance to talk about what happened, understand the effects of their behaviour, and reflect on how to make better choices in the future. Key questions include:

- What happened?
- How did it make you and others feel?
- What can be done to put things right?
- How can similar issues be avoided in the future?

Repair and Making Things Right:

Pupils are encouraged to repair any harm caused. This might involve:

- Offering a sincere apology to anyone affected
- Mending or replacing damaged property
- Carrying out a helpful action to show responsibility

Rejoining the Class or Activity:

Once the restorative process is complete, the pupil is welcomed back into the classroom or activity. Staff support the pupil in making a positive return, reinforcing that they are a valued member of the school community and that everyone can have a fresh start.

We believe that this approach helps children learn from their experiences, rebuild trust, and develop the skills needed to make positive choices in the future.

13. Exclusion

At Chapelfield Primary School, we are committed to providing a supportive and inclusive environment for all pupils. Exclusion is only ever considered as a last resort, when all other interventions to address behaviour have not been successful, and when allowing a child to remain in school would be detrimental to their own education and welfare, or that of others.

Key Principles:

- Exclusion is the final option and is only used for serious disciplinary matters. All possible support and interventions to help the pupil remain in school will be explored first.
- Exclusion must be for disciplinary reasons only and will always be recorded as such.

There are two types of exclusion:

- Suspension (previously known as fixed-term exclusion): The pupil is temporarily removed from school for a set period.
- Permanent exclusion: The pupil is removed from the school roll and will not return to Chapelfield Primary School. Each type of exclusion has its own statutory process, which the school follows in line with both the Department for Education (DfE) statutory guidance and the Bury Council School Exclusion Toolkit.

Decision-making Process:

- The decision to exclude a pupil is taken only by the headteacher.
- Wherever possible, the headteacher will give the pupil an opportunity to present their case before making a final decision.
- The headteacher must always take into account their legal duty of care when sending a pupil home following an exclusion, ensuring arrangements are in place for the pupil's safety and welfare.

Procedures:

- All exclusions are managed in accordance with the Bury Council School Exclusion Toolkit and the latest DfE statutory guidance.
- Parents/carers, the local authority, and the governing body are notified promptly, and the rights of appeal are clearly communicated.
- The school maintains accurate records of all exclusions, including the reason and duration.

For more information, please refer to our full Exclusions Policy in Appendix 2 or speak to the headteacher.

14. Monitoring arrangements

At Chapelfield Primary School, we are committed to regularly monitoring and reviewing behaviour to ensure our approach is fair, consistent, and effective for all pupils.

How we monitor behaviour:

- Recording Behaviour Incidents:
All behaviour incidents, including low-level disruptions, serious breaches, and restorative conversations, are recorded promptly and accurately on CPOMS by staff. This allows us to track patterns over time and respond quickly to emerging concerns.
- Exclusions and Suspensions:
All fixed-term suspensions and permanent exclusions are recorded on CPOMS and the school's exclusion register. We regularly analyse this data to identify any trends or recurring issues, and report findings to the governing body.
- Attendance Monitoring:
Pupil attendance is closely tracked, with patterns of persistent absence or lateness investigated and appropriate support offered. We use attendance data alongside behaviour records to ensure a holistic understanding of each pupil's experience in school.

- **Monitoring Over-Representation:**
We routinely analyse our behaviour, exclusion, and attendance data to identify any groups of pupils who may be over-represented (for example, by gender, SEND, ethnicity, or other protected characteristics). Where disparities are identified, we investigate possible causes and put additional support or interventions in place as needed.
- **Safeguarding Links:**
Behaviour data is cross-referenced with safeguarding concerns on CPOMS to ensure pupils' welfare is always prioritised.
- **Reporting and Review:**
Senior leaders regularly review all behaviour data and share summaries with staff and governors. This helps us to evaluate the effectiveness of our policy and make improvements where necessary.
- **Policy Review:**
This behaviour policy is reviewed at least annually by the senior leadership team and governing body. Feedback from staff, pupils, and parents is taken into account to ensure our approach remains effective and inclusive.

15. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Anti-bullying Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Appendix 2: Exclusions Policy

1. Policy Statement

At Chapelfield Primary School, we are committed to promoting a safe, supportive, and inclusive learning environment. Exclusion is used only as a last resort when all other interventions have been unsuccessful and the continued presence of a pupil would be seriously detrimental to the education or welfare of themselves or others.

This policy outlines our approach to suspensions and permanent exclusions, ensuring compliance with the Department for Education (DfE) statutory guidance and the Bury Council School Exclusion Toolkit.

2. Aims

- To ensure exclusions are used fairly, consistently, and as a last resort.
- To ensure all exclusions are for disciplinary reasons only.
- To outline the procedures for suspending or permanently excluding pupils.
- To provide clear guidance to staff, parents/carers, and pupils on the exclusion process.
- To meet statutory requirements as set out by the DfE and Bury Local Authority.

3. Types of Exclusion

There are two types of exclusion:

- Suspension (previously 'fixed-term exclusion'):
The pupil is temporarily removed from school for a set period. Suspensions can be for part of a school day or up to 45 days in a single academic year.
- Permanent Exclusion:
The pupil is removed from the school roll and will not return to Chapelfield Primary School.

Both types of exclusion have their own statutory processes, which the school follows in line with DfE and Bury LA guidance.

4. When Exclusion May Be Used

Exclusion will only be considered for serious breaches of the school's behaviour policy, such as:

- Serious or persistent disruptive behaviour
- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour
- Sexual misconduct
- Bullying (including online bullying)
- Racial or other discriminatory abuse
- Possession or use of prohibited items
- Other serious incidents jeopardising the safety or wellbeing of pupils and staff

All reasonable steps and interventions to address behaviour will be taken before exclusion is considered. Exclusion is not used for minor incidents or as a first response.

5. Decision to Exclude

The decision to exclude (suspend or permanently exclude) is made only by the headteacher.

Before deciding, the headteacher will:

- Investigate the incident(s) thoroughly
- Allow the pupil to present their case, where practical

- Consider the pupil's age, any special educational needs, disability, and safeguarding issues
- Consider whether any reasonable adjustments are required

The headteacher must ensure arrangements are in place for the pupil's safety and welfare during the period of exclusion.

6. Procedures

6.1 Informing Parents and Carers

Parents/carers will be notified in writing and, where possible, by phone on the same day of the decision to exclude.

The notification will include:

- The reason for the exclusion
- The length of the exclusion (for suspensions)
- The parent/carer's right to make representations to the governing body
- How the pupil can continue their education during exclusion
- Arrangements for a reintegration meeting (for suspensions)

6.2 Informing Other Parties

The local authority and governing body will be notified in line with statutory timescales and Bury LA procedures.

All exclusions will be recorded in the school's exclusion register and on CPOMS.

6.3 Education During Exclusion

For the first 5 days of any exclusion, work will be provided for the pupil to complete at home.

For exclusions longer than 5 days, the local authority will arrange suitable full-time education from day 6 of the exclusion.

6.4 Reintegration

Following a suspension, a reintegration meeting will be held with the pupil, parent/carer, and a member of staff before the pupil returns to class.

The school will provide support as appropriate to help the pupil reintegrate successfully.

6.5 Permanent Exclusion

In the case of permanent exclusion, the pupil's name will be removed from the school roll after the appeal process has concluded or the time for appeal has passed.

The local authority is responsible for arranging suitable full-time education from day 6.

7. Right to Appeal

- Parents/carers have the right to make representations to the governing body about any exclusion.
- For permanent exclusions and suspensions that result in a pupil being excluded for more than 5 days in a term, the governing body must meet to review the decision.
- Parents/carers have the right to attend the meeting, make representations, and be accompanied by a friend or representative.
- In the case of permanent exclusion, parents/carers may request an independent review panel.

8. Monitoring and Review

- All exclusions are monitored and reviewed by the senior leadership team and governing body.
- The school analyses exclusion data to identify patterns or over-representation of specific pupil groups (e.g., SEND, disadvantaged, or by ethnicity) and takes action to address any inequalities.

- This policy is reviewed annually and in line with updates to DfE or Bury LA guidance.

9. Links to Other Policies

- Behaviour Policy
- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- SEND Policy

10. Further Information

For more information, please refer to the DfE statutory guidance on suspensions and exclusions and the Bury Council School Exclusion Toolkit.

If you have any questions about this policy or the exclusion process, please contact the headteacher

Appendix 3: Behaviour Blueprint

Chapelfield Primary School Behaviour Blueprint

This is how we do it here.

Honesty	Respectful	Caring	Commitment
• Being true to ourselves • Being true in what we say and do • Ensuring our words are truthful and helpful	• Appropriate Language • Looking after our school • Positive body language • Representing our school • Manners	• Kindness to self and others • Sharing • Compassion • Treat people as you would like to be treated	• Always trying our best • Showing resilience • Ready to learn
Consistency across Adults and Routines	Rituals and Routines	Our Adult Consistencies	
	- Ready Signal - Wonderful Walking - Legendary Lining Up	- We are calm, consistent and kind to you - No walk on by - We will meet and greet you every morning	
Consistency in Recognition	We recognise the above and beyond through: ➢ Positive Praise ➢ First attention to best conduct ➢ Phonecall/message home to celebrate achievements ➢ Marbles (whole class) in increments of 25, 50, 75, and 100 ➢ Prize box/stickers ➢ Headteacher Awards linked to school values ➢ The Golden Book		

Steps for Supporting Behaviour:

1. Quiet Reminder
2. Quiet Warning (outline behaviour and consequence)
3. Last Chance Microscript (Consequence - 5 mins lost)
4. Cool Off (in another classroom with card)
5. Sent to SLT for Restorative Conversation and Consequence

<u>Microscript:</u> I have noticed that you are...(having trouble getting started, wandering about) At Chapelfield we [linked rule - show commitment to our learning] Because of that I need you to (action to support, such as move to another table, complete this at break) Do you remember y' day/last week when you ...(refer to previous positive behaviour) That is what I need to see today... Thank you (give take up time)	<u>Restorative Conversations:</u> 1, What happened 2, What were you thinking/feeling when it happened? KS2 3, What have you thought about since? 3, Who has been affected by your action? 4, How have they been affected/how did they feel? 5, What can we do to make things right? 6, How can we do things differently in future?
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In all circumstances we will endeavour to PIP = Praise in Public and RIP = Reprimand in Private