Behaviour and Anti-Bullying Policy

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Head Teacher	Sam Mitchell
Policy Version	Re-write
Policy written by	Sam Mitchell and Staff members
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Committee Responsible	Curriculum and Pupil Welfare

At Egerton, we are ambitious for all children to **LEARN** personal, social and academic skills and knowledge, **ACHIEVE** their potential in all aspects of their lives and **ASPIRE** to bright futures in both their careers and relationships in the modern world we live in.

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

- Provide children with the knowledge to understand their feelings and emotions and the skills to regulate appropriately
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

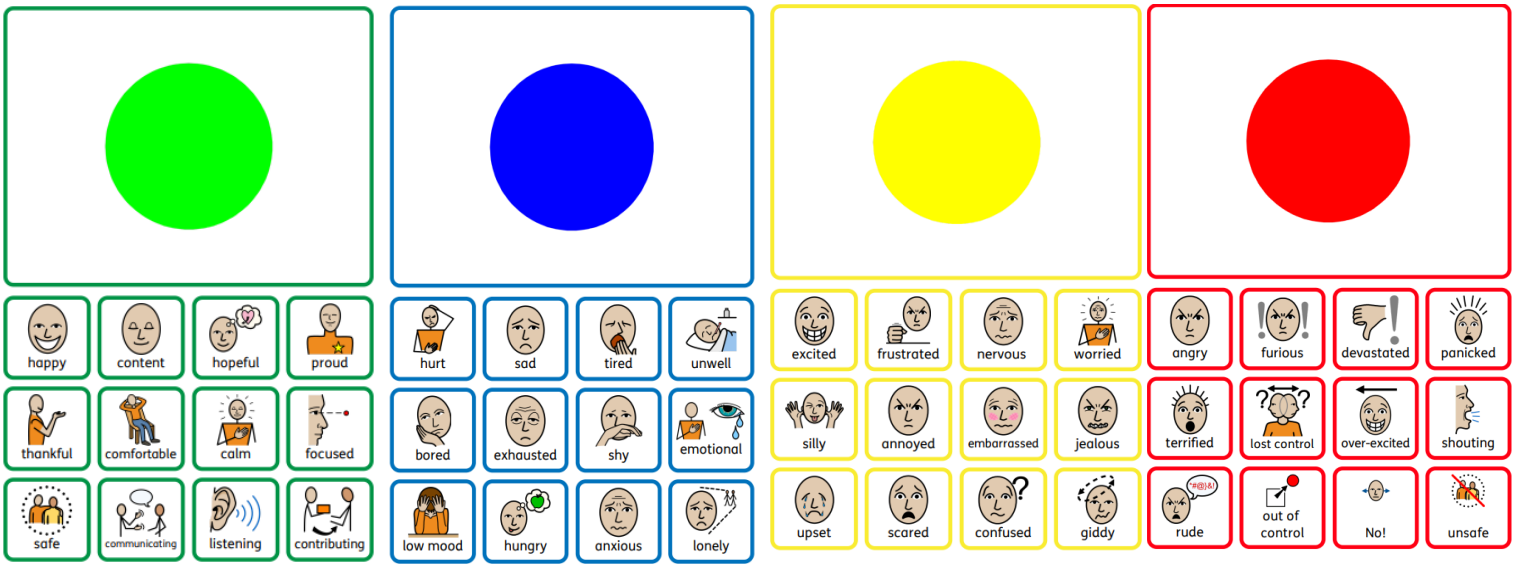
- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

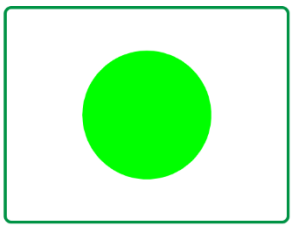
In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

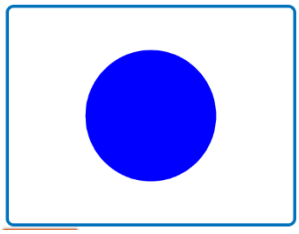
At Egerton, we focus on feelings that lead to inappropriate behaviours rather than defining 'misbehaviour'. Children are adept at identifying the zone of regulation which they are in and how they need to respond. The associate all feelings with an action of how they need to regulate.







When I am green I am ready to go!

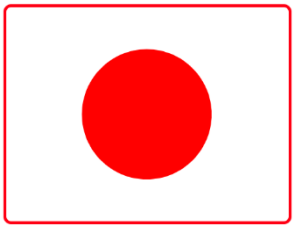




When I am blue I need to recharge.

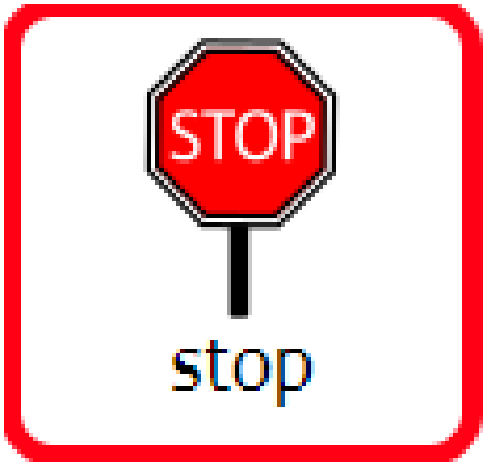


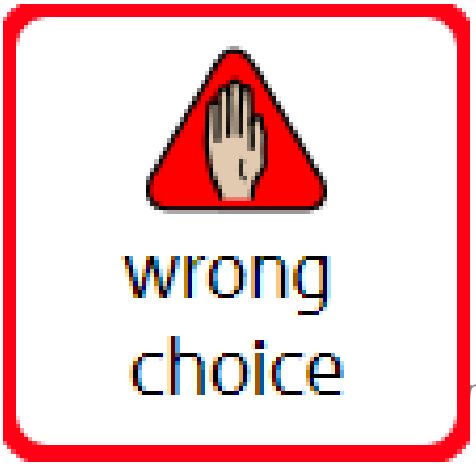
When I am Yellow
I need to slow down.





When I am red
I need to stop before I hurt myself or someone else.





Yellow Zone behaviour may include but is not limited to:

- General disruption in lessons and at break and lunchtimes
- Over excitement leading to loss of control
- Non-completion of classwork
- Poor attitude
- Incorrect uniform and refusal to wear correct uniform.
- Making the wrong choice in a social situation / friendship issues

Red Zone behaviour may include but is not limited to:

- Repeated breaches of the school rules
- Vandalism
- Use of inappropriate language
- Physically assaulting someone on one occasion

Serious misbehaviour where a pupil has not stopped before they have harmed themselves or someone else may include but is not limited to:

- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour such as interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Theft

- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • **Racial** • **Faith-based** • **Gendered (sexist)** • **Homophobic/biphobic** • **Transphobic** • **Disability-based**	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At Egerton, we believe that all within our community are responsible for preventing and tackling bullying in any form. We are committed to supporting the annual anti-bullying week campaign. Our School Council have identified the following ways in which children, teachers/staff and parents can be responsible for ensuring our community remains safe for everyone.

Responsibility of Children	***Responsibility of Teachers and Staff***	***Responsibility of Parents***
Children must show all of our values.	*Teachers/staff must be caring, well-mannered role models.*	*Parents should monitor their child's use of technology.*
Children should always show kindness.	*Teachers/staff should be prepared for any situations and take children's concerns seriously.*	*Parents should make sure their child is safe online.*

Children should help other children that are hurt – if it is safe to do so.	*Teachers/staff understand that children need to be in a safe environment.*	*Parents should have conversations with their children and educate them on their appropriate use of technology.*
Children should report any problems to do with bullying that is witnessed to a responsible adult.	*Teachers/staff should follow-up and investigate any conversations they have had with parents about incidences of bullying and report back any actions that they have taken.*	*Parents should check that their children are happy both in and out of school.*
Children should make sure that they look after each other and be there for anyone who has been bullied.	*Teachers/staff must deal with incidences they see effectively and use the school's policies for anti-bullying and behaviour.*	*Parents should be aware of school policy and working partnership with the school following procedures.*
	Teachers/staff must discuss bullying and the effects it has on children in the curriculum and in Collective Worship. Teachers/staff should inform children of how to report incidences of bullying.	*Parents should show respect to all children, teachers, staff, the school and school policies and to each other.*

Procedures for staff

In the event that an allegation of bulling is made, the following procedures should be followed.

- Be calm, and take what is being said seriously. Reassure the victim.
- Take full details and log these on CPOMS
- Seek advice from a senior leader.
- Speak to the perpetrator for their account.
- If there are any differences between the victim's and perpetrators versions, seek witnesses complete witness statements.
- Notify relevant staff, and observe over a period of time. Any findings to be recorded on CPOMS.
- Evaluate evidence towards allegation.

Action to be taken if allegation is founded:

- SLT to inform parents (victims and perpetrator).
- Using the Bolton Threshold document make professional decisions as to whether the individual needs require further support from the IFD or Early Help process
- Using professional judgement implement an appropriate sanction that best fits the incident of bullying and any external circumstances known.
- If required complete a safety plan to ensure all children are safe at all times.

What happens next?

Victims	• Reassurance of how it has been dealt with • Work on self-esteem if required • Ensure that they have someone they can confide in. • Access to counselling if required • Review
Bullies	• Work closely with parents • Monitor the child • Ensure that they understand the impact of their actions. • Access to counselling/behaviour support to change their behaviour • Provide sanctions • Review

5. Roles and responsibilities

5.1 The governing board

The School Effectiveness committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Curriculum and Pupil Welfare committee will also review this policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation.

5.2 The Head Teacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the School Effectiveness Committee

- 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)

5.3 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.

5.4 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
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- 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.

5.5 Pupils

Pupils will be made aware of the following during their induction and as ongoing whole school discussion 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 rules and routines
- The rewards they can earn for meeting 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.

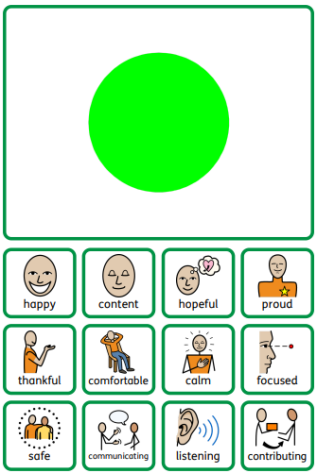
6. School behaviour curriculum

At Egerton, we recognise the importance of promoting positive mental health and emotional wellbeing to our students and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions.

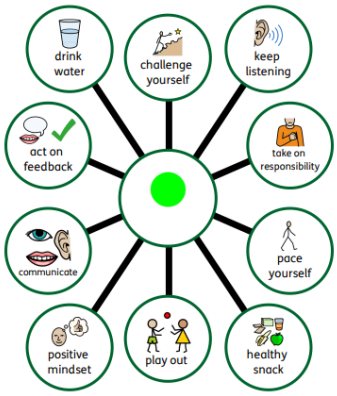
The Zones of Regulation (Kuypers, 2011) is a range of activities to help your child develop skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when your child plays in a netball game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate during assembly time.

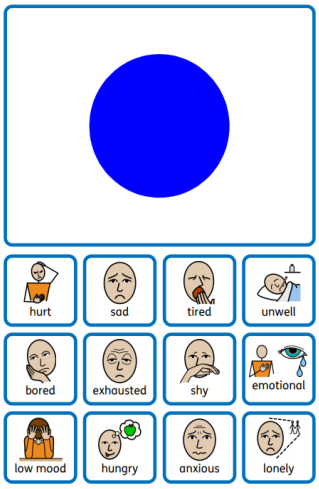
The Zones of Regulation is a curriculum based around the use of four colours to help children self-identify how they're feeling and categorise it based on colour. The zones also help children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. Additionally, the Zones of Regulation help children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

Our children should have regular opportunities to identify which zone they are in and access tools help them regulate. The following posters are displayed around our school to support the children's identification of feelings and how to regulate.

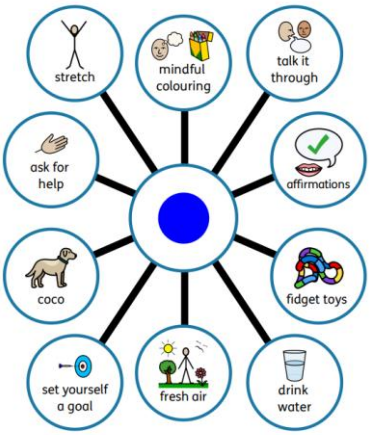


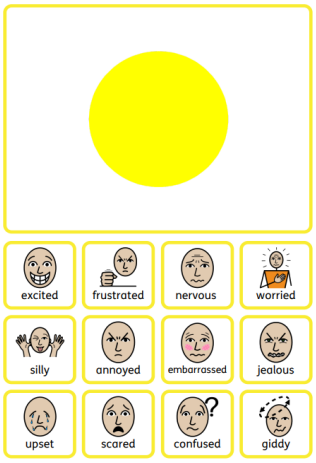
Green Zone Tools



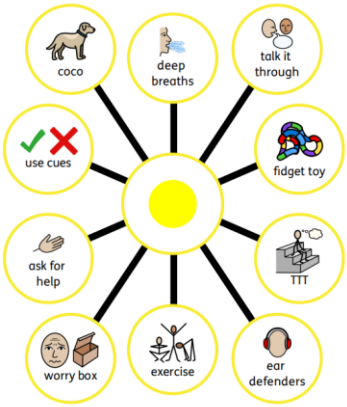


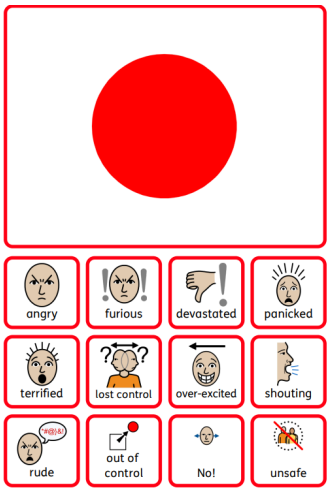
Blue Zone Tools



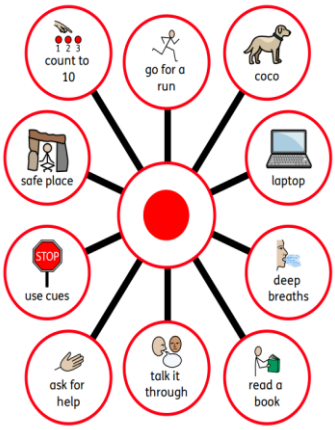


Yellow Zone Tools





Red Zone Tools



Pupils are expected to:

- Behave in an orderly and self-controlled way
- Stop when they are in the red zone before they hurt themselves or someone else.
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- 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.

6.1 Mobile phones

Please see the mobile phone and smart watch policy for school expectations for the use of these devices.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a focused environment that encourages pupils to be engaged in learning.

Develop a positive relationship with pupils, which may include:

- Daily meet and greet – 8:50am – 9am
- Identification of zone in the morning and regularly through the day.





- Use the tools for supporting children in each zone to regulate behaviour.
- Persistently catching children doing the right thing
- Picking up on children who are consistently in the blue, yellow, red zone and referring any needs to the SENDCO.
- Praising in public
- Reminding in private - using wrong choice visual discreetly or discussing zones buttons.
- Consistent language

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs 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.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

Positive behaviour will be rewarded with:

- Verbal praise
- House Points / Dojo points
- Individual teacher recognition
- Going for Gold

Bronze	**Silver**	**Gold**	**Beyond Gold**
One example where going beyond expected behaviour is demonstrated Bronze awards achieved at 10 examples.	On achievement of bronze award, examples where going beyond expected behaviour is demonstrated. Silver award achieved at 20 examples.	On achievement of Silver award, examples where going beyond expected behaviour is demonstrated. Gold award achieved at 25 examples.	Once children have achieved their gold, achievements beyond this are tracked and children can be awarded a 'special achievement' badge at the end of the year.

- Achievement Awards

› Head Teacher Awards

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always identifying the feeling that is causing the behaviour and relating this to the zones of regulation.

Where a child is identified as not being in the green zone an adult will support them in understanding what action they need to self-regulate and understand their feelings and emotions using the zones of regulation resources, individual strategies or agreed class strategies.

The child will be supported by the member of staff to regulate their emotion.

The teacher will take a proportionate, professional judgement at deciding whether a child needs more time to self-regulate before suggesting a time to think.

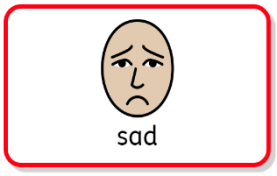
All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and considered.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school implements sanctions that:

- **are in proportion to the offence. It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.**
- make it clear that unacceptable behaviour affects others through the use of a well thought out time to think process.
- avoid being applied to a whole group for the activities of individuals
- are consistently applied by all staff to help to ensure that children and staff always feel supported and secure.
- Removes the shame of an incident from the child and allows time for reflection and regulation.





Visuals can be used to support children to stop any behaviour that demonstrates they are in the red zone. The attached examples should be used to immediately support a child in stopping behaviour that presents a risk to them or someone else.

- A time to think time is a 10-20-minute process where the child has an opportunity to discuss their challenge in regulating with a member of SLT. They will then agree with the staff member strategies they could have used to move back to green. These will then become strategies for them to use in the future.
- Time to think sessions should be recorded on CPOMs, if the time to think has been instigated through a child being in the red zone of Mad / Angry / Out of Control then parents or carers should be informed by school staff.

7.5 Use of restrictive interventions policy (including reasonable force and seclusion)

At Egerton we strive to create a safe, secure and supportive environment for all our pupils and staff.

There are times when the use of restrictive interventions, including reasonable force and seclusion, is lawful and necessary to keep people safe. However, we understand that the use of restrictive interventions can have a significant impact on pupils, staff and parents/carers. In our school, they are only ever considered as a last resort, once all other prevention and de-escalation strategies have been exhausted.

We aim to:

- Minimise the need to use restrictive interventions, through early support, prevention and de-escalation strategies
- Help school staff feel confident in knowing how to use restrictive interventions safely, appropriately and lawfully, when they are necessary
- Clearly set out the steps for recording and reporting incidents of reasonable force, seclusion and restraint
- Protect the safety, wellbeing and dignity of all pupils and staff, and help create a positive and safe place for everyone at school

The processes in this policy are based on the Department for Education (DfE) guidance on restrictive interventions, including the use of reasonable force, in schools. It also meets the requirements of:

- Section 93 of the Education and Inspections Act 2006

- Section 93A of the Education and Inspections Act 2006, inserted by the Apprenticeships, Skills, Children and Learning Act 2009
- Section 550ZA and section 550ZB of the Education Act 1996
- Equality Act 2010
- Health and Safety at Work etc. Act 1974 and associated regulations
- Human Rights Act 1998
- Keeping Children Safe in Education
- The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Department for Education guidance on searching, screening and confiscation
- Paragraph 16A of the schedule to The Education (Independent School Standards) Regulations 2014 (inserted by The Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025)

Definitions

The terms we use in this policy are defined as follows. These definitions are based on the Department for Education's guidance on restrictive interventions.

- **Restrictive interventions** are used to prevent, restrict or subdue movement of the body or part of the body. This policy uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.
- Examples of restrictive interventions could include:
    - Supervised seclusion of a pupil in an area away from others, where the pupil is prevented from leaving for their own safety and/or the safety of others
    - Passive physical contact, such as a staff member blocking a pupil's path if they're running towards danger (like a busy road), or staff standing between pupils to prevent a fight
- **Reasonable force** refers to the broad range of actions used by staff that involve a degree of physical contact to restrain children, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.
    - Examples of the use of reasonable force could include:
    - A staff member guiding a pupil to safety by the arm
    - Staff breaking up a fight between pupils
    - A staff member restraining a pupil to prevent injury to the pupil, or others
- **Restraint** is a form of non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact.
- Examples could include:
    - A staff member holding a pupil's arms to their sides when the pupil is attempting to harm themselves or others

- Removing a pupil's crutches

- **Seclusion** is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.
- A **significant incident** is any incident where the use of force goes beyond appropriate physical contact between a member of staff and a pupil. This includes when physical force is used to implement a non-physical restrictive intervention.

Appropriate physical contact with pupils

Our school does not have a 'no contact' policy. We do not grant any requests by parents/carers or staff members not to use reasonable force and/or other restrictive interventions.

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force or other restrictive interventions.

Examples include:

- Providing first aid to a pupil
- Guiding or escorting a pupil through the school building or on a school trip by holding their hand
- Comforting a pupil who is upset
- Offering congratulations or praise, such as with a pat on the back or handshake
- To demonstrate how to use a musical instrument
- When demonstrating exercises or techniques during PE lessons or sports coaching
- Carrying a child with physical disability if
  - **It is for personal care or mobility:** Moving a child who cannot walk from their wheelchair to a changing table or a supportive seat.
  - **It is an agreed-upon support:** The action is documented in their healthcare or education plan, and the child willingly consents to or expects it.
  - **It is for immediate safety:** Lifting a child away from sudden, imminent danger (such as stepping into traffic or a falling object) and immediately setting them down.

In assessing whether physical contact is appropriate in any given situation, staff should use their professional judgement, and have regard to:

- Our school's child protection and safeguarding policy
- The specific circumstances, such as whether there are other adults present
- Factors including, but not limited to:
  - The pupil's age
  - Any known vulnerabilities, including whether the pupil has special educational needs and/or disabilities (SEND)

- Whether any alternative strategies that don't involve physical contact can be used

Seclusion

As defined above, seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others. This could be through physical obstruction or by making the pupil believe that they will be punished if they leave. For example, putting a pupil into a 'holding' room until they calm down is a form of seclusion.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment. Seclusion is not a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them. This might include, the sensory room, calm corner, library area or the familiarity of their classroom.
- The pupil will be supervised at all times, by at least 1 member of staff.
- As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Any incident involving the use of seclusion will be recorded and reported in accordance with the procedures set out in section 12 of this policy.

7.6 Searching and confiscation

The school follows the guidance as set out in Searching, Screening and Confiscation available from the DfE Current legislation (Education and Inspections Act 2006 and Education Act 1996) gives the Head teacher and staff authorised by them the statutory power to confiscate, retain and dispose of items from a pupil as a sanction so long as it is reasonable to do so. They have the right to search for prohibited items. The law protects staff from damage to and loss of any confiscated items providing staff have acted lawfully.

The power to search without consent is given for:

- Weapons/Knives
- Alcohol
- Illegal drugs and legal high drugs
- Stolen property
- Tobacco and cigarette papers including e-cigarettes
- Fireworks
- Pornographic images
- Any article that is likely to be used to commit offence, cause injury or damage to property

- Any item banned by school

Sanctions for the discovery of these items will depend upon the items themselves e.g. weapons and knives must be handed over to the Police, but in all cases, parents/ carers will be informed.

Parents/carers will always be informed of any search for a prohibited item (listed above). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school

- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head Teacher / member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report

- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

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

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Removal from the Classroom

Removal from the classroom will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Parents will be informed on the same day if their child has been removed from the classroom. In extreme circumstances, where a child's behaviour is unsafe and is putting themselves or others in

the class at risk, or where the behaviour is stopping the learning of others in the class, a child may be required to spend a limited time out of the classroom at the instruction of a member of staff.

The child will continue with their education during this time, completing (where possible) the work being done in class and if this is not possible the work will be meaningful and appropriate for the pupil.

Removal will only be used in extreme circumstances, such as:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment;
- when the behaviour of an individual is persistently disrupting the learning of others in the class
- to allow the pupil to regain calm in a safe space. (This should be distinguished from the removal of a child for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Head Teacher and only as a last resort.

We use the DFE *Suspension and Permanent Exclusion from Maintained Schools, academies and pupil referral units in England including pupil movement Guidance* 2022 to support any decision-making om whether to suspend or exclude a pupil.

9. Responding to misbehaviour from pupils with SEND

9.1 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 consider the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour is below.

- Ensuring a robust approach to provision planning for pupils with SEND which specifies the provision needed and reviews it in a timely manner through the graduated response.
- Ensuring visual timetables are evident in all classes and these are broken down for pupils who need first and then activities
- Reduction in information presented in lessons to support all children to manage their cognitive load.
- Short, planned movement breaks for a pupil with SEND who find it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 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', it may be unlawful for the school to sanction the pupil for the behaviour.

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.

9.3 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 specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 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 contact the local authority to discuss the matter. If appropriate, the school may request an interim review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

- Reintegration meetings
- Weekly contact with the pastoral lead

- Provision plan with specified support

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

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

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed by the Head Teacher and shared with the School Effectiveness Committee.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the School Effectiveness Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved and ratified by the full governing board.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- DFE Suspension and Exclusions Guidance
- Child protection and safeguarding policy
- Mobile phone policy
- Online Safety Policy
- Staff Code of Conduct Policy
- Acceptable Use Policy

Appendix 1: written statement of behaviour principles

The Department for Education requires governing bodies of maintained schools to publish a statement of behaviour principles for their school. The Governing Body therefore has a duty to produce, and review, a written statement of general principles to guide the Head Teacher in determining measures to promote good behaviour and discipline amongst pupils. The documents 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE - 2013) and DfE guidance (2016) 'Behaviour and Discipline in Schools' have been used as a reference in producing this Statement of Behaviour Principles.

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Head Teacher. The purpose of this statement is to give guidance to the Head Teacher in drawing up the Behaviour Policy by stating the principles that Governors expect to be followed.

At Egerton, we are ambitious for all children to **Learn** personal, social and academic skills and knowledge, **Achieve** their potential in all aspects of their lives and **Aspire** to bright futures both in careers and relationships in the modern world we live in.
When children secure a place at our school, we firmly believe that they belong at Egerton, and in belonging here, every child is given the opportunity to succeed.

The school's Behaviour Policy is publicised to staff and families on the school website.

Principles

1. All children, staff, volunteers and visitors have the right to feel safe at all times in school. We promote mutual respect between staff and children and between the children themselves.
2. Egerton Community Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as set out in the Equality Act, 2010).
3. All children have the right to learn and achieve their potential.
4. The school's legal duties under the Equality Act, 2010 in respect of safeguarding, children with Special Educational Needs and all vulnerable students should be set out in the Behaviour and anti-bullying Policy.
5. The Behaviour and anti-bullying Policy should show due regard to the School's Safeguarding and child protection policy.
6. It is expected that all adults (staff and volunteers) will provide excellent models of behaviour in all aspects of school life.
7. The behaviour and anti-bullying policy set out high standards for behaviour that are understood by children and families.
8. The behaviour and anti-bullying policy should promote the opportunity for children to understand their emotions and strategies to regulate these.
9. Sanctions should be applied with due regard for the incident, considering SEND, disability and the needs of vulnerable children, and offering support as necessary. the Headteacher is expected to use their discretion in their usage
10. Early Help should be identified at the earliest opportunity considering the Bolton Safeguarding Board Threshold Document.
11. Governors believe that support from expert agencies is paramount in supporting pupil's needs.
12. The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents, towards school staff, will not be tolerated
13. Governors expect school to work actively and supportively with parents and carers to meet the needs of pupils. The responsibilities of children, parents/carers and all school staff with respect to children's behaviour is outlined in the Home School Agreement which parties are given when a pupil joins our school.
14. The Governors strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort.

15. Governors expect the school's behaviour and anti-bullying policy to set out its use of reasonable force.
16. Governors expect the Head Teacher to include in the Behaviour and anti-bullying policy details of the school's power to discipline outside the school gates.

Review

1. This Statement of Principles will be reviewed every 2 years, or as necessary.

2. The School Behaviour and anti-bullying Policy will be reviewed and shared with the Governors annually.

Appendix 2: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

Appendix 3: behaviour log

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS/CARERS, POLICE):	

Appendix 4: letters to parents/carers about pupil behaviour – templates

First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property']

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____

Second behaviour letter

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting]

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter

Dear parent/carer,

I am writing to inform you that [insert pupil's name] has been given a detention on [insert date] at [insert time].

The reason(s) for this detention are set out below.

Insert a brief description of the behaviour incident that led to the detention here.

If you would like to discuss this matter with me, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____