



# **Trimley St Mary Primary** **School**

## Behaviour Policy & Written Statement of Behaviour Principles

|                                 |             |
|---------------------------------|-------------|
| Date Reviewed                   | Autumn 2024 |
| Signed (CoHeadteacher)          | H.Lamb      |
| Signed (CoHeadteacher)          | L.Beston    |
| Signed (On Behalf of Governors) | C. Scott    |
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| <b>Changes Made</b>                                    | <b>Date</b>    |
|--|----------------|
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## Intention

At Trimley St. Mary Primary School, we intend to

*provide an environment that allows children to thrive, developing the independence and resilience needed to reach their full potential, while becoming active members of the wider community.*

To do this, the positive behaviour of all students must be promoted and praised, and any negative behaviour must be dealt with consistently and swiftly, with a basis in teaching children to accept responsibility for their behaviour and to clearly show how behaviour could be improved. Our success is rooted in positive behaviour and this positive behaviour allows learning to take place and all members of the school community feel safe and welcomed.

This policy will

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour including bullying
- Define what we consider to be acceptable and desirable behaviour and outline how we expect pupils to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline the Trimley system of rewards and consequences for positive and negative behaviour

The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

## Legislation and Statutory Requirements

This policy is based advice from the Department for Education (DfE) and has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school: advice for schools 2023](#)
- [Equality Act 2010: advice for schools](#)
- [Keeping Children Safe in Education \(2024\)](#)
- [Suspension and Permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(2024\)](#)
- [Use of Reasonable force in schools](#)
- [Supporting pupils at school with medical conditions](#)

- [Special Educational Needs and Disability Code of Practice: 0 to 25 years](#)
- [DfE Behaviour Policy Guidance](#)
- [Education Act 1996](#)
- [Education Act 2002](#)
- [Education and Inspections Act 2006](#)
- [Health Act 2006](#)
- [Voyeurism \(Offences\) Act 2019](#)
- [The School Information \(England\) Regulations 2008](#)
- [Mental health and behaviour in schools 2018](#)
- [Special educational needs and disability code of practice: 0 to 25 years 2014](#)

This policy is also based on UK legislation:

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish behaviour policy and written statement of behaviour principles and give schools the authority to confiscate pupils' property.

This policy also operates in conjunction with all other school policies and procedures.

## Definitions

To ensure a consistent understanding of terms our definitions of terms are outlined below. Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour. The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Misbehaviour is defined as

- Disruption to lessons, assemblies, small group activities, transitions between lessons/activities, and at break and lunch times
- Non completion of classwork or homework through wilful choice (as opposed to a lack of understanding)
- Poor attitude/rudeness
- Disregard for school expectations

Serious Misbehaviour is defined as

- Repeated misbehaviour (as defined above)
- Bullying (in any form including cyberbullying) defined as a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten, or

demean the individual being bullied. Including Cyberbullying defined as the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

- Theft
- Physical assault on any person
- Fighting and aggression
- Vandalism
- Swearing and other verbal abuse
- Racist, sexist, homophobic or discriminatory behaviour or language defined as - not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment defined as behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour defined as deliberately acting in a manner to cause annoyance or irritation
- Truancy and leaving the school premises without authorisation
- Refusing to comply with disciplinary sanctions
- Sexualised behaviours including but not limited to sexual jokes, taunting, and physical behaviours
- Possession of any prohibited items either by law or school
- Any behaviour which seriously inhibits the learning of pupils
- Any behaviour which may cause harm to oneself or others, damage to the reputation of the school and/or any illegal behaviour. This includes but is not limited to the following.

## **Safeguarding**

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

In all instances 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 to assess the appropriate help and support required. Please refer to this policy for further details.

## **Prohibited items, searching pupils and confiscation**

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

Authorised Staff Members for conducting a search at Trimley St Mary Primary School are:

Mrs Hayley Lamb

Mrs Lucy Beston

Mr Phil Murray

Staff should always complete a search with a second person in attendance. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items and any searches will be logged on CPOMS.

Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

### **Sexual abuse and discrimination**

The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

### **Smoking and controlled substances**

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour regarding smoking and nicotine products, legal and illegal drugs, and alcohol.

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

The school will have a zero-tolerance policy on illegal drugs, legal highs, and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

## Physical intervention

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

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the coheadteacher and the pupil's parent will be contacted.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the coheadteachers as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy. When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

## Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online and when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.



Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

### **Responsibilities**

The Governing Body is responsible for:

- Making a statement of behaviour principles and providing guidance for the Coheadteachers on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex, and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The coheadteachers will be responsible for:

- The reviewing, monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- The day-to-day implementation of this policy e.g. determining the school rules and any disciplinary sanctions for breaking the rules.
- Publicising this policy in writing to staff, parents, and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness.

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH (Social, Emotional and Mental Health) difficulties.
- Supporting behaviour management in line with the SEMH Policy.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO (Special Educational Needs Coordinator) and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour in line with this policy.

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

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures up to date with any changes in behaviour. e.g. Phase Leader, SENCO and CoHeadteachers.
- As outlined in this policy, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.

- Reporting any unacceptable behaviour to a member of staff.

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

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Modelling positive behaviour, particularly whilst on the school grounds.
- Respecting the ethos vision, values, and staff of the school

### **Trimley Code**

At Trimley St Mary we firmly believe that success in all areas is rooted in positive behaviour and have developed a Code which outlines what we expect from everyone in our school community. This code allows us to drive towards our vision and builds upon the 8Cs of Positive consequences for following the code well and negative consequences for any breaches of the code are exemplified. The code is displayed prominently around the school and referred to frequently.

See Appendix A. Code

### **Managing behaviour**

Instances of misbehaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Staff member will use CPOMS to keep a record of incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. These will be recorded on CPOMs. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring.

We also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke

positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

### **Language around Behaviour**

Common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' 'meltdown' or 'screaming fit' are unhelpful in these instances and adults should always remain professional and calm, describing what they have observed accurately when needed to communicate this. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. Incidents are then logged on CPOMs if they are beyond stage 2.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Coheadteachers.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

Staff should use their professional judgement and experience to apply behaviour management strategies in the classroom which redirect and deescalate misbehaviour (see staff aide memoir). If this is not successful, staff should then use the Trimley Code to escalate the consequences. At each stage of escalation, the child should be provided with the opportunity to adjust and improve their behaviour. If consequences of Stage 2 or above are applied, parents/carers should be informed, where possible this should be before the end of the school day. Some behaviours will immediately warrant a "fast track" (see Appendix A Trimley Code), if these behaviours are displayed, then the behaviour should be dealt with the most senior member of staff on site.

### **Behaviour Curriculum**

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, to enable them to understand what behaviour is expected and encouraged and what is unacceptable.

Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

## **Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate triggers of misbehaviour and put in place support to prevent these, considering the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

## **Staff induction, development, and support**

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 impact behaviour

Behaviour management will also form part of continuing professional development. The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

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

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the Coheadteachers will review staff training needs **annually**, and in response to any serious or persistent behaviour issues disrupting the running of the school.

### **Monitoring Arrangements**

The school collects data on the following:

- Behavioural incidents, including removal from the classroom (internal exclusion)

- Attendance, permanent exclusion and suspension

- Incident of searching, screening and confiscation

- Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture

This data will be analysed to ensure that the school is meeting its duties under the Equality Act 2010 with trends or disparities identified and actioned.

## Appendices

### Appendix A -Trimley Code



Our Success is  
rooted in positive  
behaviour

We will -  
Be polite  
Be truthful  
Listen carefully  
Work hard  
Respect others  
Respect property  
Respect our rules







**Trimley St Mary**  
PRIMARY SCHOOL

# Consequences

## Warning

Stage 1 – Lose your fun time

Stage 2 – Class Exclusion

Stage 3 – Phase Leader

(Mrs Garnham, Mrs Lee, Mrs Smith, Mrs Avery,  
Mrs Martin or Mr Murray)

Stage 4 – Coheadteachers

(Mrs Lamb or Mrs Beston)

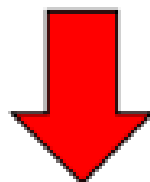
**Parents > Daily Report > Suspension**



**Trimley St Mary**  
PRIMARY SCHOOL

# Consequences

Swearing  
Refusal  
Discrimination  
Bullying  
Physical Violence  
Theft



## FAST TRACK

(Stage 4)

**Parents > Daily Report > Suspension**