



Trimley St Mary Primary **School**

Behaviour Policy & Written Statement of Behaviour Principles

Date Reviewed	Spring 2025
Signed (CoHeadteacher)	H.Lamb
Signed (CoHeadteacher)	L.Beston
Signed (On Behalf of Governors)	S.Love
Term to review	Autumn 2026

Contents

Intention
Legislations and Statutory Requirements
Definitions
Safeguarding
Bullying
Prohibited items, searching pupils and confiscation
Sexual abuse and discrimination
Smoking and controlled substances
Physical intervention
Behaviour outside of school premises
Responsibilities
Trimley Code
Managing behaviour
Language around Behaviour
Behaviour Curriculum
Preventative measures for pupils with SEND (Special Educational Needs and Disabilities)
Staff induction, development and support
Staff induction, development and support
Monitoring Arrangements
Appendices

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
- Provide a consistent approach to the recording of behaviour incidents
- 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 on advice and 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:

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

In addition, this policy is based on:

- o Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- o 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
- o DfE guidance explaining that maintained schools must publish their behaviour policy online

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

- o Repeated misbehaviour (as defined above)
- o 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
- o Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- o Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - o Sexual comments
 - o Sexual jokes or taunting
 - o Physical behaviour such as interfering with clothes
 - o 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
- o Theft
- o Physical assault on any person
- o Fighting and aggression
- o Vandalism

- o Swearing and other verbal abuse
- o 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
- o Harassment defined as behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- o Vexatious behaviour defined as deliberately acting in a manner to cause annoyance or irritation
- o Truancy and leaving the school premises without authorisation
- o Refusing to comply with disciplinary sanctions
- o Sexualised behaviours including but not limited to sexual jokes, taunting, and physical behaviours
- o Possession of any prohibited items either by law or school. These are:
 - Knives or weapons
 - Alcohol
 - Drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Aerosols
 - Lighters
 - Energy drinks
 - 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)
- o Any behaviour which seriously inhibits the learning of pupils
- o Any behaviour which may cause harm to oneself or others
- o Behaviour which causes damage to the reputation of the school
- o Any illegal behaviour

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.

Bullying

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

Bullying is, therefore:

- o Deliberately hurtful
- o Repeated, often over a period of time
- o 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
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• 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, 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 inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	<p>Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)</p> <p>* It is important to note that in cases of Cyber bullying, where incidents take place off school premises, Parents should seek to resolve this personally although we may support Parents to find resolution where none can be found independent of the school.</p>

Prohibited items, searching pupils and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening 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

Miss Lily Hudson

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 centrally on CPOMS. Any prohibited items 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.

Items that are prohibited and therefore may be search for are:

- Knives or weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Aerosols
- Lighters
- Energy drinks
- 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)

Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed above.

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 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

In accordance with the Health Act 2006, the school is a smoke-free environment including vapes. 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 Child Protection and Safeguarding Policy.

Physical intervention

Physical intervention is sometimes required in school. Physical intervention should only be used in accordance with current DfE guidance. The school assesses if training is required for particular staff members who may be required to use physical intervention more often than

others and training is provided. However in line with guidance “all members of school staff have a legal power to use reasonable force.”

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.

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 coheadteachers will be informed as quickly as is practicably possible.

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.

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 headteacher 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.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO (Special Educational Needs Co ordinators) 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. 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. Adults should always remain professional and calm, describing what they have observed accurately when needed to communicate this. 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.

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



Consequences

Warning

Stage 1 – Lose your fun time

Stage 2 – Class Exclusion

Stage 3 – Teacher from
another phase

Stage 4 – Coheadteachers
(Mrs Lamb or Mrs Beston)

Parents > Daily Report > Suspension



Consequences

Swearing
Refusal
Discrimination
Bullying
Physical Violence
Theft



FAST TRACK
(Stage 4)

Parents > Daily Report > Suspension



Positive Consequences

Verbal Praise
House Points
Letter Home
Behaviour Raffle
Phone Call Home
Headteacher Award

