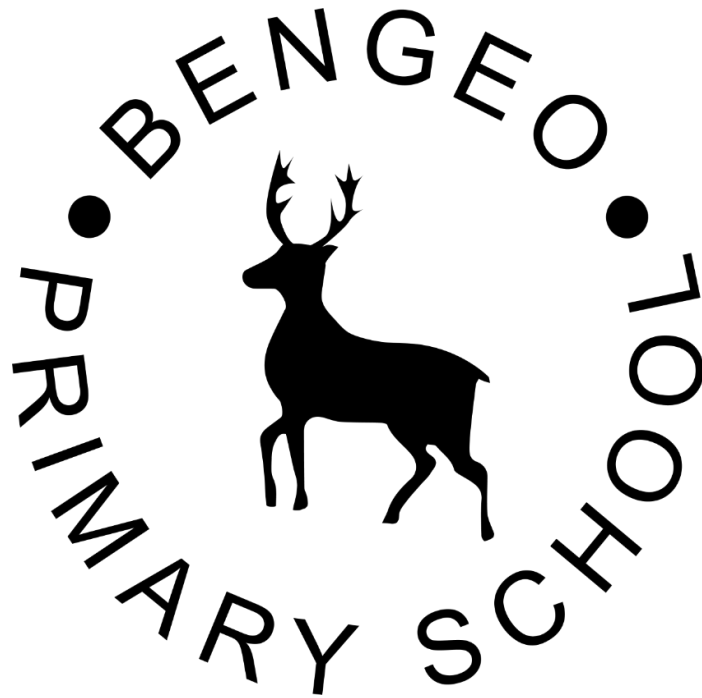


BENGEO PRIMARY SCHOOL



Behaviour policy

Reviewed: AUTUMN 2025

Author: Headteacher/Therapeutic Thinking

Authorised by: Headteacher

Next review date: AUTUMN 2026

1. Introduction

Bengeo School is committed to creating an environment where valued behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline and encourage intrinsic motivation. It echoes our core values with a strong emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

2. Bengeo School aims to:

- ensure that by the time pupils leave, they are independent learners with high expectations of themselves,
- help pupils to become self-disciplined and self-motivated,
- help pupils to care for the community and the environment,
- help pupils to explore complex social issues, responding with attitudes rooted in strong values,
- help pupils to understand that people come from many different social, cultural, religious backgrounds and to treat everyone with respect,
- develop a sense of generosity, honesty, care, responsibility, thoughtfulness, tolerance, co-operation, collaboration, politeness and trust amongst all pupils,
- provide a secure, happy, caring and stimulating learning environment, in which pupils are able to grow knowledge and develop interests and talents,
- develop a sense of belonging and pride in being a pupil at Bengeo School,
- help pupils feel empowered to contribute their views in relation to the decision-making of the school's leadership
- help pupils build strong moral values which will enable them to fulfil their potential and play a positive role as citizens of their community and the wider world.

3. Legislation and statutory requirements

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

- [Behaviour in Schools: Advice for headteacher and school staff](#) (DfE, February 2024)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) (DfE, August 2024)
- [Searching, Screening and Confiscation: Advice for schools](#) (DfE, July 2022)
- [Evaluating behaviour and attitudes; School inspection handbook](#) (Ofsted, September 2024)
- [Keeping children safe in education 2024](#) (DfE, September 2024)
- [Special educational needs and disability code of practice: 0 to 25 years](#) (DfE, January 2015)
- [Equality Act 2010, Part 6: Education](#) (April 2010)
- [Education and Inspections Act 2006, Section 89](#) (November 2006)

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 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Behaviour at Bengo School is also based on:

- When the Adults Change Everything Changes by Paul Dix (2017)
- Hertfordshire therapeutic thinking training.

Senior leaders will regularly review behaviour data to ensure that no groups of pupils are disproportionately affected by this policy. This analysis will consider pupils' protected characteristics including age, sex, race and ethnicity, disability, and other relevant factors. Where disparities are identified, the school will take action to address these.

4. Bengo School Rules:

Be Ready	Be Respectful	Be Responsible
We are ready to learn, to help others and to do our best.	We are respectful to others, to the environment and to ourselves.	We will stay safe and keep others safe. We are responsible for our own actions.

Promoting valued behaviour:

In order to fulfil the aims of this policy, it is important that all members of the school community – pupils, parents/carers, staff and visitors - promote valued behaviour by:

- teaching right from wrong,
- being honest and respectful,
- establishing positive relationships,
- demonstrating tolerance and understanding,
- applying internal discipline, self-managing behaviour and having a sense of intrinsic reward,
- giving genuine, explicit and individualised praise,
- being inclusive and equitable,
- consistently modelling valued behaviour.

5. Roles and responsibilities

1	The governing body is responsible for:
	<ul style="list-style-type: none"> • Reviewing and approving the written statement of behaviour principles. • Reviewing this behaviour policy in conjunction with the headteacher • Monitoring the policy’s effectiveness, through conversations, feedback and data.

	<ul style="list-style-type: none"> • Holding the headteacher to account for its implementation.
2	The headteacher is responsible for:
	<ul style="list-style-type: none"> • Reviewing this behaviour policy in conjunction with the governing board, • Giving due consideration to the school's statement of behaviour principles. • Approving this policy. • Ensuring that the school environment encourages positive behaviour • Ensure that staff deal effectively with detrimental behaviour. • Monitoring how staff implement this policy to ensure rewards and sanctions are applied 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 (CPOMs) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
3	Staff are responsible for:
	<ul style="list-style-type: none"> • Implementing the behaviour policy consistently. • Teaching and modelling valued behaviour. • Providing a personalised approach to the specific behavioural needs of particular pupils. • Recording behaviour incidents on CPOMs. • Creating a calm and safe environment for pupils • Establishing and maintaining clear boundaries of acceptable pupil behaviour • Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils • Analysing and interpreting pupils' behaviour as a form of communication • Maintaining their own physical and emotional welfare • Supporting colleagues to maintain physical and emotional welfare • Working in partnership with pupils' parents / carers <p>The senior leadership team will support staff in responding to behaviour incidents.</p>
4	Parents are responsible for:

	<ul style="list-style-type: none"> • Supporting their child in adhering to the school rules and expectations. • Informing the school of any changes in circumstances that may affect their child's behaviour. • Discussing any behavioural concerns with the class teacher promptly. • Get to know the school's behaviour policy and reinforce it at home where appropriate • 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 • Collaborating with the school around the support provided for their child • Support their child in understanding and following the school's behaviour policy <p>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.</p>
5	Pupils are responsible for:
	<ul style="list-style-type: none"> • Showing respect to members of staff and each other. • Contributing to a classroom environment where all pupils can focus on learning. • Treating the school buildings and school property with respect. • Wearing the correct uniform. • Taking responsibility for their own behaviour and accepting sanctions and consequences when given, reflecting on how to behave differently in the future. • Refraining from behaving in a way that brings the school into disrepute, including when outside of school. • Developing skills, knowledge and attitudes that will prepare them well for life beyond school. • Working and playing independently and co-operatively. • Resolving disputes positively developing a sense of fairness. • Being aware of their own emotions and actions and take responsibility for these. • Being positive contributors to the school, local national and international community. • Having respect for all, regardless of culture, religion, race or gender. • Supporting and forgiving each other when things go wrong and be open to the idea of reconciliation. • 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.
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6. Using scripts

De-escalation script

- Child's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

Other useful phrases:

- I am going to speak to you later about what will happen next
- I am going to walk away to give you a chance to calm down.
- I don't have enough information to make a decision now, I will come back to you later
- No, that is not what we mean by ready. I need you to calmly collect your equipment so we can find a better place for you to work.
- That choice is not ok. You can speak to me in a kinder/calmer/more respectful way
- Eyes on me. Thank you.

7. Creating a positive learning environment:

Teaching and support staff are responsible for setting the tone and context for valued behaviour within the school.

- Model good manners, positive reinforcement and mutual respect.
- A broad and balanced curriculum delivered through a range of learning activities.
- A strong emphasis on knowledge acquisition through enquiry, exploration, reasoning and debate.
- Well-planned and resourced lessons which are well-organised and easy to access.
- Displays which demonstrate a value of all pupils' work.
- Calm, constructive and genuine relationships based on mutual respect.
- Use of praise and encouragement.
- Clear and high pupil expectations.
- Consistent approach from staff.
- Well-established routines.
- Positive verbal and written feedback.
- A knowledge of pupils' strengths, talents and needs.

Develop a positive relationship with pupils by:

- Greeting pupils in the morning at the classroom door/at the start of lessons/on meeting a child.

- Establishing clear routines.
- Communicating expectations of behaviour in ways other than verbally.
- Highlighting and promoting good behaviour.
- Concluding the day positively and starting the next day afresh.
- Having a plan for dealing with low-level disruption.
- Using positive reinforcement.

8. Creating and maintaining a positive playground environment

- Midday supervisory assistants (MSAs) engage and lead pupils in play activities.
- Staff engage pupils in sociable conversation and avoid becoming engaged with other adults in the supervision of pupils.
- Staff minimise lining up times to enter the dining hall/school.
- Staff ensure that pupils keep to the designated play spaces.
- Staff position themselves to ensure that they can monitor the playground effectively.
- Teaching staff collect pupils at the end of break time and lunch time and lead them calmly to their classrooms.
- Disputes are dealt with calmly and promptly.
- Serious incidents are shared with phase leaders, the assistant headteacher, the deputy headteacher and/or the headteacher.

9. Dealing with misconduct

In dealing with misconduct, staff should:

- take concerns raised seriously,
- act promptly,
- be consistent and assertive,
- demonstrate that they dislike the conduct, not the child,
- listen to what the pupil has to say,
- not jump to conclusions because a pupil may have a history of good or poor conduct,
- avoid making threats, but take clear and decisive action when necessary, ensuring that it is possible to follow through on described consequences,
- ensure appropriate consequences are given with the view to teaching valued behaviour,
- act as role models and deal with incidents in a calm, professional and reasoned manner,
- intervene swiftly if any adult, dealing with any conflict, responds inappropriately or with a lack of control,
- make decisions based on evidence pertaining to the incident in question,
- not promise confidentiality,
- record the incident on CPOMs
- communicate issues with parents, if necessary.

10. Planned responses to escalating difficult behaviours

When valued behaviour is not being demonstrated, it is essential that all adults use a consistent, shared response that allows children to take steps to make the right choices. Responses to difficult behaviours should seek to de-escalate the behaviour in the first instance and encourage a return to positive behaviour. These strategies include:

- positive phrasing
- fixed choices
- disempowering the behaviour
- protective consequences
- educational consequences

11. Responses to behaviour

Valued behaviour: escalating examples	Response: positive responses
<ul style="list-style-type: none"> • Displaying good manners • Lining up sensibly • Tidying up • Listening carefully • Working hard • Being ready to work • Being kind • Fantastic walking • Marvellous manners • Holding doors open for adults/peers 	<ul style="list-style-type: none"> • Verbal praise • Inform class teacher • A nod, a smile, a thumbs up • A positive word • A sticker • Being first out to play or lunch • Name on recognition board • Recognition by peer • Meeting and greeting
<ul style="list-style-type: none"> • Kind acts • Assisting others • Seeking out challenge • Demonstrating resilience and determination • Producing high quality work • Going over and above 	<ul style="list-style-type: none"> • Visit another teacher to celebrate work • Receive a sticker • Parents informed verbally • Opportunity to share work with other children or adults • Name on recognition board • Celebration assembly • Note from teacher
<ul style="list-style-type: none"> • Outstanding effort in a piece of work • Outstanding behaviour • Demonstrating trustworthiness or mature and responsible behaviour • Going over and above 	<ul style="list-style-type: none"> • Recognition in celebration assembly • Visit headteacher, deputy headteacher, assistant headteacher • or phase lead for recognition or to receive a note or sticker. • Choose learning partner for the following week • Parents informed • Name on recognition board • Postcard home from headteacher

A consequence is a conclusion that logically or naturally follows from an action; the word ‘obviously’ is a useful word to include when explaining the consequences to a pupil.

Detrimental Behaviour: escalating examples	Response: logical consequences
<ul style="list-style-type: none"> • Calling out inappropriately • Silly noises • Not listening • Talking in class whilst the teacher is talking • Shouting in the dining hall at lunchtime • Not lining up sensibly • Not walking quietly to class from break time. • Teasing/name-calling • Pushing/pushing in • Interrupting or calling out • Attention-seeking/clowning around • Distracting others • Avoiding work/wasting time • Inappropriate use of school equipment including playground equipment • Running inside/rolling around • Arguing with other pupils 	<ul style="list-style-type: none"> • A look or a verbal warning • A reminder of 3 school rules (R,R and R) delivered privately • Repeat reminders if reasonable • Caution: a clear verbal caution delivered privately, where possible, making the student aware of their behaviour and clearly outlining the consequences if they continue • If necessary, part of playtime is missed to discuss behaviour away from the lesson (if the child reaches this step, it is not part of future negotiation and cannot be removed or reduced). • Imposition- completing or re-doing learning tasks to an appropriate standard at home • Assisting with repairs • Seating arrangements changed • Discuss issues in PSHE lessons or assemblies
<ul style="list-style-type: none"> • Persistently distracting others • Behaving inappropriately during assembly • Being unkind to other children • Name calling • Excluding others • Repeated ignoring adults’ instructions • Being wasteful with resources • Poor attitude to learning • Being uncooperative • Spoiling other pupils’ games • One-off incidents of swearing 	<ul style="list-style-type: none"> • Use any of the strategies from previous stage • Make links with 3 school rules (R,R and R) • A helpful school-based task, eg. litter-picking, weeding, tidying • Removal from play areas and opportunity to calm down • Part of playtime is missed to discuss behaviour away from the lesson (if the child reaches this step, it is not part of future negotiation and cannot be removed or reduced). • Child may complete unfinished work at playtime supervised in class by teacher or TLA • Imposition- completing or re-doing learning tasks to an appropriate standard at home • Opportunity to resolve with another child • Conversation to explain, repair and resolve • A contract or plan to remind of boundaries and expectations

<ul style="list-style-type: none"> • Throwing food • Disruption in lessons • Unsafe or risky behaviour • Low level physical misbehaviour (e.g. pushing, shoving, nudging) • Persistently not telling the truth • Persistent behaviours from previous stages • Arguing back or rudeness to staff • Spitting • Biting, hitting, kicking, punching • Defacement eg. scribbling on desk or other work • Fighting – escalating from squabbles • Repeated swearing – both verbally and other • Provocation – ‘winding up’ • Inappropriate use of ICT including the internet and texting • Running out of school 	<ul style="list-style-type: none"> • Use the strategies from previous stages • Child may complete unfinished work at playtime supervised in class by teacher or TLA • Class teacher contact parents/carers verbally at the end of the school day • Part of playtime is missed and child is supervised in class by teacher or TLA. • Restorative Behaviour: child and adult discuss behaviour, consequences and how to make reparation. • De-escalation script if appropriate • Protective consequences- removal of freedom to manage harm (eg: increased staff ratio, limited access to outside space, escorted in social situations, differentiated teaching space) • Educational consequences- learning, rehearsing or teaching so freedom can be returned (eg: completing task, assisting with repairs, research, conversation and exploration) • Involve phase leader and speak with child together • Investigate further where appropriate or possible • Agreed contract or plan • Additional protective/educational consequences including withdrawal from school trips, sport events • Record on CPOMS
<ul style="list-style-type: none"> • Unsafe behaviour with malicious intent • Violent behaviour (eg: punch in the face with intent to injure) • Bullying • Racist, sexist, homophobic or discriminatory behaviour • Abusive swearing at a person • Fighting • Stealing • Deliberate damage to property/vandalism • Intimidation • Bullying behaviour • Malicious allegations • Assault/violence (serious or unprovoked) <p>Some rare forms of misconduct must be reported immediately to the assistant headteacher, deputy headteacher or headteacher. These include:</p>	<ul style="list-style-type: none"> • Phase leader and class teacher to deal with behaviour together • Child taken to the headteacher, assistant headteacher or deputy headteacher to deal with the incident alongside the class teacher. • Parents invited in to discuss behaviour • Restorative Behaviour: child and adult discuss behaviour, consequences and how to make reparation. • Removal from the place of the incident • Repair, reflect, restore discussed with an adult (and other pupils where appropriate) • Part of playtime or lunchtime break may be missed • Not allowed to join school trips if behaviour is potentially unsafe • Protective and educational consequences • Parent/carer notified of both victim and perpetrator • A record of the incident made on CPOMS • An internal, fixed term suspension • Permanent exclusion

<ul style="list-style-type: none"> • physical violence • physical or verbal aggression, including threats, towards others • deliberate and significant damage to property • bullying, including cyberbullying • racist, homophobic or sexist conduct • refusal to obey a member of staff • repeated disruption of lessons 	<ul style="list-style-type: none"> • Referral to or advice sought from Children’s Services • An individual Risk Reduction Plan put in place • A Pastoral Support Plan put in place • A Risk Assessment Management Plan (RAMP) put in place • Police involved if criminal behaviour • Building evacuated or ambulance called if necessary <p>The headteacher has the right to take immediate action in the case of any serious incident.</p> <p>A meeting with parents will be arranged and consequences of future misconduct clearly communicated including possible exclusion.</p>
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Unforeseeable behaviours are behaviours not covered by policy, not previously experienced, or so historic we believed that they would not reoccur. In the instance of unforeseeable behaviours, we would follow policy as far as appropriate and use our best judgement in collaboration to resolve and respond to the situation.

12. Responding to dangerous behaviour

Dangerous behaviour is defined any action(s) which will imminently result in serious harm (physical, emotional, mental, reputational) to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility.

Incidents and patterns of dangerous behaviour may well require protective consequences to be applied for the specific aim of mitigating risk. To enable adaptation of provision or approach to be planned and implemented one or more of the following may be used:

- separation from adults and/or peers,
- limiting access to named areas of the school,
- accessing different activities / equipment to peers,
- increased levels of adult support and supervision,
- temporarily reduced timetables,
- suspension, or exclusion.

Parents will always be informed as soon as possible once the decision to apply protective consequences has been made. These decisions will be taken by the Headteacher, or staff authorised by the Headteacher (in which case the Headteacher will be informed on the same day the decision is taken). In all cases

educational consequences will be applied with the aim of reducing future risk and enabling behaviour change.

Dangerous behaviour could be categorised in one of the following four areas, for which there are specific considerations in addition to those detailed in the previous paragraph.

- i. **Bullying.** Bullying is the repetitive, intentional harming (physical, emotional, mental, reputational) of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is always unacceptable at Bengo School and the school will always take action to address it.
- ii. **Prohibited items.** These include: knives or weapons; any article a staff member reasonably suspects has been used or has been threatened to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person; illegal drugs; other toxic or psychoactive substances; stolen items; fireworks or other explosives; pornography or sexual imagery; alcohol; tobacco; e-cigarettes and vapes. The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed above.
- iii. **Prejudice and discrimination.** All actions that intentionally (or otherwise) disadvantage or treat differently individuals and/or groups as a result of one or more protected characteristics can be considered prejudice or discrimination. All prejudice and discrimination is unacceptable at Bengo School and the school will always take action to address it where it exists. Any incident that could be defined as prejudice and/or discrimination will always be recorded by senior leaders using CPOMs, monitored by the Headteacher, and be fully reviewed regularly (at least termly) by the Headteacher and members of the senior leadership team. At Bengo School we strive to eliminate all forms of prejudice and discrimination by educating pupils through: intent and design of the curriculum in every subject, PSHE curriculum, behaviour curriculum including assembly / form time provision, modelling anti-discriminatory behaviour.
- iv. **Child-on-child sexual violence and sexual harassment.** This can be defined as behaviour that is most likely to include (but may not be limited to):
 - non-consensual sexual activity
 - sexual harassment such as sexual comments, remarks, jokes and online sexual harassment
 - sexting
 - upskirting

These behaviours are never acceptable at Bengo School and the school will always address them where they are known to exist. The school will also actively strive to prevent this abuse, as we recognise it may exist even when there are no reports. All staff must report any concerns immediately to the DSL. All staff must also recognise that downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

13. Educational Visits

We believe that educational visits are an integral part of the entitlement of every pupil to an effective and balanced curriculum. Such visits are known to enhance learning and improve attainment, and so form a key part of what makes Bengeo a supportive and effective learning environment.

Every child will be offered the opportunity to participate in a school visit. However, for children where there is evidence of previous difficult and dangerous behaviours, extra measures may need to be put in place to ensure the safety of the pupil and others. This will be need to be done through thorough risk assessment and to see if reasonable adjustments can be put into place to ensure safety. In some cases, it may be reasonable and necessary to prevent a child from coming on the trip to protect their safety and the safety of the other pupils attending.

Possible behaviours	Possible responses
<p>History of difficult and dangerous behaviours</p> <p>History of non-compliance with members of staff</p> <p>Potential safeguarding risk</p>	<ul style="list-style-type: none"> • Meeting with staff to discuss and plan • Individual Risk Assessment • Meeting with parents • Additional adults to support • Additional measures to support the child for the trip (eg: resources or support) • In some cases, the parent maybe invited to attend the trip • Child may be invited to access only part of the trip • Parents agree to collect child from trip if difficult or dangerous behaviours, or non-compliance is an issue • In some circumstances the headteacher may decide that the child cannot attend the trip. In this instance the child should attend school, and will be taught in another year group for the duration of the trip.

14. Restorative Approaches

When using restorative approaches the focus is on dialogue and negotiation moving towards repair, apology and reparation. We understand that none of us is perfect, all of us make mistakes and all of us deserve to be forgiven. Because of restorative approaches, the needs of those affected are addressed and the child is held accountable by being given the opportunity to put things right. Restorative meetings can be used as an opportunity to put things right.

In order to use restorative meetings effectively we will make a commitment to consider:

- **Physical space**- consider the setup of the room, sit side by side, no desk, walk and talk if more appropriate.
- **Focus on the outcome**- what does the child need to learn from this?
- **Time**- ensure sufficient time is given-10-15 minutes.
- **Be present** in the meeting (Do not take too many notes).
- **Reflect, repair and restore** pro forma may be used
- **Language**- speak calmly, factually and fairly.
- **Resist any external interruptions.**
- **Stick to the behaviour you are dealing with.**
- **End the meeting well.**

Restorative questions

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

A restorative conversation is more than a process or a set of questions

Sanctions without discussion have no positive impact on pupils' learning about how to change negative behaviour into positive behaviour.

If behaviour is not restored and continues to escalate into the 'crisis' phase and a pupil is unable to manage their behaviour in a safe way, staff can use a de-escalation script to remove the pupil safely from harmful behaviour. This script may be used, if necessary, in conjunction with physical intervention (as part of the Step On strategy) to guide a child to a safe place where they can calm down safely.

Once a child has overcome the crisis phase, it is imperative that adults carry out a 'reflect, repair and restore' session where behaviour can be discussed and resulting consequences and actions put in place which all needs recording on CPOMs. This important phase helps pupils to understand the link between the behaviour and its consequences as well as providing some ideas for how to respond to stressful situations differently in the future. If necessary, restorative activities complete the therapeutic process and include:

- supported thinking
- social stories, role play
- discussions around emotions
- using a 'roots and fruits' tree
- a communication card to track emotions/crisis points

These sessions should be conducted with an understanding of the context of the child, helping adults to consider the underlying causes of negative behaviour choices which need to be understood.

15. Therapeutic Thinking (Hertfordshire Steps)

Therapeutic Thinking is a therapeutic approach to positive behaviour management and is already well established in many of our education settings and services. The Therapeutic Thinking Steps approach is based on the following principles:

- shared focus on inclusion of all children and young people within their educational settings
- a shared set of values and beliefs
- open and shared communication
- a shared commitment to diversion and de-escalation
- shared risk management
- shared reparation, reflection and restoration

16. Risk Reduction Plan

For a few pupils, whose behavioural needs are exceptional, a Risk Reduction Plan may be required to formalise strategies for all staff and provide a consistent response to difficult or dangerous behaviour. For these pupils a risk reduction plan may work outside the normal parameters of the behaviour policy and the risk reduction plan will take the precedence.

Typically, these plans will include specific forms of intervention to maintain a pupil's own safety and that of others and to ensure learning takes place for all. When writing the plan, the following will be considered:

- the risk of dangerous behaviour towards themselves, peers, adults or property
- the pupil's 'roots and fruits' and 'anxiety map' to identify areas of difficulty, these are then used to feed into the Risk reduction Plan
- a pupil's valued behaviours and how these can be utilised to develop self-esteem and reduce anxiety
- From anxiety mapping; predict and prevent planning to reduce the triggers of anxiety
- Listing difficult behaviour and planned scripted response to manage the behaviour
- Listing dangerous behaviour and planned scripted response to ensure the pupil is removed safely without harm to themselves or others, in line with the school's restrictive physical Intervention policy
- Naming logical consequences; (learning consequences to teach pupils how to cope with triggers/ safety consequences to ensure the safety of themselves/ others)
- the involvement of parents/carers and the pupil concerned to ensure all parties understand clearly the actions and expectations of the school and what specific action the school may take
- the age, understanding of the pupil
- the Reflect, Repair and Restore phase
- the premise that "positive experiences create positive feelings; positive feelings create positive behaviour" (*Hertfordshire Steps*)
- half-termly reviews or sooner if further incidents occur.

17. Risk Assessment Management Plan (RAMP)

For some pupils, a Risk Assessment Management Plan may be required when an incident of sexual harassment or sexual violence has occurred. This is to identify risks for the victim, alleged perpetrator and other pupils and ensure all staff are aware of their duty of care.

The Risk Assessment Management Plan (RAMP) is the school's process for identifying and managing risk arising **ONLY** from a child's or young person's problematic sexualised behaviour. Once the need for a RAMP has been identified, the process should run as follows:

1. Speak to parents
2. Speak to child/young person/s (CYP)
3. Seek advice if necessary, from Children's Services or a CYP social worker, key worker or relevant other professional
4. If police involve seek guidance regarding their view of level of risk
5. Consider who needs to know? Ensuring at the same time confidentiality
6. Record keeping, this document should be kept in a secure place.
7. If you require support with your planning, contact your designated Child Protection School Liaison Officer
8. Complete the plan (using guidance), engage the CYP and parent and cares if applicable

Typically, these plans will include specific forms of intervention to maintain a pupil's own safety and that of others.

The school will seek to remove any opportunity for further incidents to occur.

18. Pupils conduct outside the school gates

The expectation is that pupils conduct themselves well outside of the school gates. Teachers may apply consequences for misconduct when the pupil:

- is taking part in any school-organised or school-related activity
- is travelling to or from school
- is wearing school uniform
- is in some other way identifiable as a pupil at the school.
- behaves at any time, whether or not the conditions above apply, in a way that could have repercussions for the orderly running of the school or affect its good reputation
- poses a threat to another pupil or member of the public

Consequences can only be applied on school premises or elsewhere when the pupil is under the lawful control of the staff member.

19. 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.

20. 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 headteacher or a member of SLT 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.

21. Reporting behaviour incidents

All staff have a duty to report behaviour incidents appropriately. In most cases, the key person to be informed of an incident is the class teacher. The class teacher will usually decide whether parents/carers need to be informed at the end of the day, either in person or by telephone.

Teachers should make a brief record of misconduct using CPOMS. All serious or repeated behaviour should be recorded on CPOMS. Where a serious incident occurs, attempts should be made to obtain corroboration from other pupils and where possible adults. Notes are kept of significant incidents and repeated incidents. When in doubt about what action to take, staff refer to SLT. Repeated misconduct is reported to SLT. They may need to take further action, based on information already received from other staff, such as midday supervisory assistants. Staff must inform phase leaders and the Headteacher should misconduct persist. In addition, the Headteacher should consult with colleagues as to whether a referral should be made to an external agency.

Children are also encouraged and expected to report cases of misconduct to an adult as soon as possible.

22. School suspensions and permanent exclusions

In exceptional circumstances it may become necessary for a child to be permanently excluded from the school; staff in school will do all that they can to avoid this situation arising.

Only the headteacher has the power to suspend or exclude a pupil from school. The headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

Upon return to school, the pupil should be escorted to the headteacher by a parent where a reintegration meeting will be held between school, parents and child to welcome the child back to school and to establish appropriate protective and educational consequences that need to be put into place.

At this meeting the aims of the meeting, risks and next steps will be discussed. An apology for misconduct will be expected, and commitment to maintain the school's behaviour rules.

Longer periods of suspension of up to 5 days may result if further misconduct occurs. This will also be followed by a reintegration interview where clear expectations for behaviour will be established. If these are not followed, exclusion could recur or become permanent, pending reflection from the headteacher.

During a suspension work will be set by the class teacher to be completed at home.

There will be times when an action warrants an immediate lunchtime exclusion, suspension or permanent exclusion.

For example:

- Persistent poor behaviour that disrupts teaching and learning
- A serious case of bullying
- Inappropriate sexual behaviour (including child on child abuse)
- Persistent bullying- including on-line bullying
- Inappropriate on-line behaviour
- Where the safety of any members of staff is put at risk
- Where the safety of other children is put at risk
- Where the safety of the individual themselves is at risk
- Serious fighting that causes injury to another
- Racist abuse or intimidation

In the event of a child being seriously violent to another child or adult, a risk assessment will be drawn up which identifies if fixed term exclusion is necessary for health and safety reasons.

23. Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

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

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

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

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

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

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

Considering whether a pupil displaying difficult behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits difficult or dangerous 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.

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

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

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

The school's SENCO may evaluate a pupil who exhibits difficult or dangerous behaviour to determine whether they have any underlying needs that are not currently being met.

23. Staff development and development

At Bengeo School we recognise every adult at the school has an important role to play in developing pupils' valued behaviour and reducing detrimental behaviour. We also recognise that every member of staff requires support and training to achieve this.

Induction

- i. *Permanent staff* will receive training about the school's approach to behaviour from a senior leader. This will focus on core principles, as well as the roles and responsibilities of key staff. This will take place wherever possible before the new colleague starts working directly with pupils, or as soon as possible thereafter.
- ii. *Peripatetic staff and external providers* routinely working with pupils on an ongoing basis will be asked to read and accept a summary document (see [Appendix 1](#)), explaining the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.
- iii. *Agency / supply staff* will be asked to read and accept a summary document (SEE [Appendix 1](#)) before starting to work with pupils. This document explains the principles of the school's approach to behaviour and the responsibilities expected of all adults working at the school. Colleagues with

questions or queries about the principles and responsibilities will have these answered by a senior leader before starting to work directly with pupils.

Annual training

The school will provide regular reminders and updates about the behaviour policy and its application for all staff. This will be led by a senior leader at least once annually.

A culture of learning and support

At Bengeo School we recognise that in order to teach valued behaviour and modify detrimental behaviour adults at the school need to be emotionally available to pupils. When an adult does not feel they are emotionally available to manage a situation with an individual / group they will ask for, and be provided with, support from colleagues. Where requests for support form a pattern, a senior leader will explore with the colleague what ongoing support and training they may find beneficial.

All adults working at the school are expected and supported to reflect on their practice. This is designed to identify how they can enhance ways of teaching valued behaviour and modifying detrimental behaviour. These reflections will take many forms and may include the following; personal / internal reflection, informal discussion with a skilled colleague, co-reflection following observation, professional learning conversation linked to appraisal, supervision.

Targeted support

If a colleague is not regularly and routinely following the principles and approaches outlined in this policy, targeted support will be provided. This may take many different forms and is likely to include one or more of the following:

- Joint planning with a colleague
- Co-delivery with a colleague
- Observations and co-reflection with a colleague
- Supervision (a structured reflection) with a colleague or external provider such as Educational Psychologist
- Formal training
- Performance review

24. Involvement of other agencies

With the agreement of parents, pupils may be referred to:

- Behaviour Support Team
- Educational Psychologist
- Social Services
- Educational Support Centre
- CAMHS
- School nurse
- PALMS
- Other agencies as necessary

25. Document links

Bengeo School's vision statement, ethos and values
PSHE policy and scheme of work (Jigsaw)
eSafety policy
Equality scheme
SEND policy
Mental health and behaviour in schools, DfE 2018
Keeping children safe in education 2025
County guidelines on racial harassment
Herts guidance on preventing and responding to bullying
Anti Bullying Policy
Mobile phone policy

Glossary of definitions:

Abuse: a form of maltreatment of a person. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill-treatment that is not physical as well as the impact of witnessing ill treatment of others.

Behaviour: Everything a person says or does.

Being Therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour through planned and sustained pro-social experiences.

Bribery: The threat or action of withholding of desirable objects or experiences until the child has completed the task or activity dictated by an authority.

Bullying: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Conscious behaviours: Those that are the result of thought and planning; a behaviour chosen by the child in order to secure a desired outcome or meet a specific need.

Consequence: A logical, explainable response to a pro-social or detrimental behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop valued behaviour transferable to all contexts.

CPOMs: Child Protection Online Management System

Detrimental behaviour: anything that creates a negative experience, leads to unhelpful feelings, and is in opposition to the school's values.

Dangerous behaviour: a form of detrimental behaviour which will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Discrimination: any behaviour that disadvantages or treats differently individuals and/or groups as a result of one or more protected characteristics.

Dynamic: Any group of people brought together through choice, circumstance or obligation.

Educational consequences: the essential learning, rehearsing or teaching that is required to enable behaviour change. Educational consequences progress the pupil's understanding and engagement, should allow the gradual removal of adaptations, and return freedoms.

Equality: Affording people the same equal status, rights, and opportunities.

Equity: The differentiated measures to provide equal opportunities.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions and tend to avoid public recognition and attention.

Protected characteristics: as defined in the Equality Act (2010): age, disability, race (including colour, nationality, ethnic or national origin), religion or belief, sex, sexual orientation, gender reassignment, being married or in a civil partnership, being pregnant or on maternity leave.

Protective consequences: necessary measures to reduce the risk of harm. Protective consequences may limit freedoms.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Reward: A desirable object or experience given to celebrate outcomes already achieved. Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Special educational need (SEN): a learning difficulty or disability that calls for provision different from or additional to that normally available to pupils of the same age.

TLA: teaching and learning assistant

Valued behaviour: anything that provides a positive experience, creates helpful feelings, and is in line with the school's values.

Appendix 1:

Behaviour Policy: Quick Guide for Supply Teachers

Our Three School Rules

Be Ready	Be Respectful	Be Responsible
Ready to learn, help others and do your best	Respectful to others, the environment and ourselves	Stay safe, keep others safe, responsible for our actions

Key Principles

- We focus on **teaching valued behaviour**, not just managing detrimental behaviour
- We use **restorative approaches** - helping children understand impact and make things right
- We believe in **fresh starts** - each day begins positively
- We **model the behaviour** we expect to see

Promoting Positive Behaviour

- ✓ **Greet pupils** warmly at the door
- ✓ **Give specific praise** - be genuine and individualised
- ✓ **Use positive language** - tell pupils what to do, not what not to do
- ✓ **Recognise good behaviour** publicly - verbal praise, stickers, name on recognition board
- ✓ **Build relationships** - learn names quickly, show interest in pupils

Responding to Low-Level Disruption

Use this stepped approach:

1. **Reminder** - Private, calm reminder of the three rules (Be Ready, Respectful, Responsible)
2. **Caution** - Clear verbal caution about consequences if behaviour continues
3. **Consequence** - Part of playtime missed to discuss behaviour (this is non-negotiable once reached)
4. **Class teacher informed** - If behaviour persists or escalates

Helpful phrases:

- "I can see something has happened. I am here to help."
- "That choice is not ok. You can speak to me in a kinder way."
- "No, that is not what we mean by ready. I need you to calmly collect your equipment."

Serious Incidents - Report Immediately

 Contact the **class teacher, phase leader, or senior leadership team** for:

- Physical violence or aggression
- Bullying, racist, sexist or homophobic behaviour
- Refusal to follow staff instructions
- Deliberate damage to property
- Any safeguarding concerns

Recording

- Serious or repeated behaviour incidents must be recorded on **CPOMS**
 - Ask the class teacher or office staff for access/support
-

Key Staff Contacts

- **Class Teacher** - first point of contact for behaviour in their class
 - **Phase Leaders** - for escalated concerns
 - **Senior Leadership Team** - for serious incidents
 - **Designated Safeguarding Lead** - for any safeguarding concerns
-

Remember

- Stay **calm and consistent**
 - Focus on the **behaviour, not the child**
 - Use **restorative questions**: "What happened? Who was affected? How can we put this right?"
 - **End positively** - every child deserves a fresh start
-

Questions? Ask the class teacher or office staff - we're here to support you!

Appendix 2:

Searching and confiscation

- i. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.
- ii. The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).
- iii. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk. If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately.
- iv. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they: are in possession of a prohibited item; do not understand the instruction; are unaware of what a search may involve; or have had a previous distressing experience of being searched.
- v. The search must only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. Wherever possible it should be conducted away from other pupils.
- vi. The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.
- vii. A member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- viii. Any search by a member of staff for a prohibited item and all searches conducted by police officers will be recorded in CPOMs, including whether or not an item is found.
- ix. Parents will always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff will inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any protective and educational consequences applied.