

Behaviour and Relationships Policy



Lakeside Primary School

Approved by:

Headteacher: Neil Probert

Chair of Governors: Neil Rose

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Provide clear guidance to all staff and support them to effectively deliver a consistent whole-school approach to behaviour management which considers pupils individual needs
- De-escalate conflict at the earliest opportunity
- Outline our high expectations of pupil's behaviour
- Support pupils to develop age-appropriate self - regulations skills whilst considering their individual needs and to learn to accept responsibility for their own actions and behaviour choices
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

At Lakeside Primary School we work hard to foster a calm, secure, safe and inclusive learning environment for all of our pupils, where all of our pupils can learn and thrive. It is our primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well.

Our school is built on the strong relationships we have developed with each other, our families and our community and also our school culture, which is based on our school values:

- **We challenge ourselves, make mistakes and never give up,**
- **We are tolerant and kind to each other,**
- **We use our manners, listen to all adults and each other,**
- **We keep ourselves and each other safe,**
- **We care for our school and our environment.**

These relationships and values underpin our school ethos. We expect all staff and pupils to behave in a considerate way towards others. Staff are approachable and supportive to all pupils and treat them all fairly, applying this behaviour policy in a consistent way, whilst taking into consideration the needs of individuals who may need a different approach, to support them to be effective members of our community. Pupils are made to feel safe and understand that staff are in control at all times. If staff are having difficulty in supporting an individual or group of children, they should seek support from the senior leadership team.

Our Behaviour and Relationships policy and our curriculum, is designed to support all members of our school to become happy, positive, responsible and increasingly independent members of the school community and to develop the tools they need to enable them to live and work together in a supportive way, preparing our pupils for their future as lifelong learners. It aims to promote an environment where everyone has an entitlement to feel comfortable, listened to, safe and secure.

We understand that some pupils will need additional encouragement, nurture and empathy in order to feel safe and secure and to enable them to achieve the high standards of behaviour that we expect at Lakeside. We endeavour to carefully consider individual needs and circumstances, providing structure, clear expectations, boundaries and reassurance, allowing pupils to flourish in safety and with dignity.

When pupils misbehave or experience conflict, we believe that a restorative approach is the most effective and inclusive way our school community can learn to move positively forward and make change, learning from each other.

The 'Trauma informed' approach places children at the heart of classroom management and encompasses the needs of children with difficulties including, but not exclusive to, those with Special Educational Needs, Attachment Disorder and emotional health concerns.

Our school recognises and rewards positive behaviour choices that demonstrate and model our school values, good learning behaviours and attitudes and teamwork, as we believe that this will develop an ethos of kindness, hard work and cooperation. This policy is designed to promote models of good behaviour, rather than merely deter anti-social behaviour. This may look different for individual pupils but it is important that we recognise and reward all pupils, especially those who find it more difficult to regulate their behaviour consistently.

This policy is developed to provide guidance for staff in order to promote positive behaviour in school, providing a consistent approach across the school for all stakeholders to see. It is also recognised by all stakeholders that for some pupils, different approaches may need to be made in order to meet any specific social, emotional, learning needs which require an individual approach.

2. Lakeside Primary School Vision and Values

At Lakeside Primary school, our vision encompasses our school motto '**Learning Together, Success Forever**' and our school values:

- **We challenge ourselves, make mistakes and never give up,**
- **We are tolerant and kind to each other,**
- **We use our manners, listen to all adults and each other,**
- **We keep ourselves and each other safe,**
- **We care for our school and our environment.**

Our Vision:

We will challenge, empower, nurture and inspire our children, building their resilience in the face of adversity. They will grow to be kind, caring and respectful, within and beyond the school gates; they will know and value the importance of learning, developing and forming their character so they can flourish in our ever-changing world.

3. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

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

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework (based on individual learning needs and personal circumstances)
- A consistently poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Unwanted or undesirable conduct around any or all of the nine protected characteristics:
 - age
 - gender reassignment
 - being married or in a civil partnership
 - being pregnant or on maternity leave
 - disability
 - race including colour, nationality, ethnic or national origin
 - religion or belief
 - sex
 - sexual orientation
- Physical behaviour
- Online sexual harassment, such as unwanted comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of 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)

5. Bullying

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

Bullying is, therefore:

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

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
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, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

6. Roles and responsibilities

6.1 The governing body

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Following the school code of conduct

6.2 The head teacher

The head teacher, Mr. Neil Probert, is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)  Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand 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 'Track it Lights' and CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

6.3 The SENCo and Mental Health Lead

The SENCo, Mrs. Whitney Davies and Mental Health Lead, Miss. Angie Doxford, are responsible for:

- Working alongside outside agencies to ensure that advice and support for pupils with additional behaviour needs has a positive impact and enables pupils to achieve the high standards of behaviour expected within our school community

- Coordinating support and providing specific support, where necessary, for pupils experiencing social, emotional or mental health difficulties
- Working with staff, pupils and parents to develop targeted support and/or approaches to meet the needs of individual pupils
- Ensuring that all stakeholders are informed of, understand and appropriately use approaches in place to support individual pupils and their specific needs
- Delivering a bespoke curriculum which explicitly teaches social and emotional skills to small groups of pupils
- Providing adult 'check ins' for pupils who require this support

6.4 Staff

All staff are responsible for:

- Creating a calm, safe and supportive environment for all of our pupils
- Implementing the behaviour policy consistently in line with our school vision and values
- Supporting the behaviour needs of the pupils across school and treating all pupils in our school community with respect and understanding
- Responding to the individual behaviour needs of pupils who require a different approach and supporting them to flourish
- Modelling expected behaviour and positive relationships with all members of our school community
- Seeking support from senior leaders if required
- Modelling expected behaviour and positive relationships
- Considering their own behaviour and how they can uphold school values, rules and expectations
- Following the school code of conduct
- Recording behaviour incidents promptly on 'Track it lights' or on CPOMS
- Working with parents sensitively and with respect at all times

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

6.5 Parents and carers

Parents and carers, wherever possible, should:

- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

- Engage in open communication with the school about difficulties their child maybe experiencing
- Treat staff with respect at all times. We understand that discussing your child's behaviour can be an emotive subject but please remember we are here to help and work with you, not to blame or create conflict
- Be consulted at the earliest point in order to work in partnership with school to support their child
- Receive an explanation for any exclusion/suspension, including a statement of its duration, including details of the appeal procedure against an exclusion/suspension
- Follow the school code of conduct

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

6.6 Pupils

During their school journey, as part of our school community, pupils will be taught about:

- The school's key rules and routines
- Follow the school code of conduct
- Why these are important and how they prepare them for life beyond our school walls
- The standard of behaviour we expect from pupils in our school community
- Their responsibilities in line with our school behaviour policy
- The pastoral support that is available to them to help them meet the expected standards of behaviour
- How they can ask for support if they are finding it difficult to manage their behaviour
- The rewards they can achieve for consistently meeting the expected standards of behaviour
- The consequences they may experience if they make choices that do not meet the expected standards of behaviour
- How we can put things right, together.

All pupils will be supported to meet the behaviour standards and will be provided with regular lessons and assemblies that develop understanding and explicitly teach the importance of positive behaviour choices.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

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

7. School behaviour curriculum – Rewarding Positive Behaviour and Attitudes

Within our ‘Lakeside family’ we work hard to foster a calm, secure, safe and inclusive learning environment for all of our pupils, where all of our pupils can learn and thrive. We expect all members of our school community to uphold this ethos whilst also promoting our school vision and values.

This policy outlines a consistent approach followed across our school enabling children, parents and staff to understand our approaches to supporting our children with their behaviour. We recognise that some children may need a different approach to support them to be successful members of our school community.

We recognise that some children attending our school may have experienced trauma in their early lives and other ‘adverse childhood experiences’ which may have resulted in the development of attachment needs. Our behaviour curriculum aims to treat each child as an individual, identifying underlying needs behind the behaviours expressed in school and meeting each child’s unique needs to enable them to be successful learners.

As part of our whole school approach to behaviour we use trauma informed practise to support children to overcome the challenges they face by:

- Creating a safe space and ensuring pupils can identify a safe person in school
- Providing regulation spaces and facilitating regulation breaks
- Spend dedicated time building relationships
- Supporting children to understand behaviour through emotion coaching and restorative practice
- Providing support to develop social, emotional and metacognition skills
- Working alongside external professionals to provide therapeutic interventions

Our school community is built on the strong relationships we have developed with each other, our families and our community. We work together with pupils and their families to find solutions to problems, ensuring that we are polite and respectful to each other at all times. **A vehicle to support this is the use of weekly Guardian Groups.**

Guardian Groups involves the whole school from Reception up to Year 6. The children are split into groups of 16 children. These groups are allocated a key member of staff who will act as their ‘Guardian’ for the duration of their time at Lakeside. In many cases, the Guardian will not be their class teacher but a different member of staff who children can form meaningful relationships with in order to build advocacy.

The Guardian Groups meet weekly on a Monday morning for a ‘check in’ session and on a Friday afternoon for a ‘check out’ session. In these sessions we believe in the power of circles and the opportunity for every member of the group to speak in a circle and have their voice heard. Children and people in general have a

sense of belonging if they feel like they have a voice and so these sessions are crucial to enforcing this sense of belonging and being included. Guardians will use a check in questions such as 'How has your weekend been or If you could go back and relive/change over the weekend what would it be?' to monitor how children are entering school. They will then be able to use this to monitor situations or pre-empt potential conflicts that may arise. They also ask different getting to know you questions such as 'What is your favourite TV show/movie and why?' in order to build those strong relationships and interest in each other and the rest of the group. Each Monday circle session is then followed up with a community activity where we share the successes of the wider school community in the newsletter or complete a piece of Situational Understanding and Verbal reasoning work.

The Friday 'check out' Guardian Groups are again an opportunity to work in a circle and see how each other's weeks have gone as well as a getting to know you question. These sessions are slightly shorter but the intention is still the same and this meet up before leaving for the weekend again strengthens the relationship between the pupil and guardian as well as the other children across the school that many pupils would not ordinarily have contact with.

Like many schools, we believe it is important to reward positive behaviour choices and consistent hard work in our school prioritising positive praise and rewarding the children's successes.

Some of our rewards include:

- Positive praise
- Sharing good work with another teacher, subject lead, Deputy Head or Head Teacher
- Green 'Track it Light' Points
- Superstar 'Track it Light' Points
- Stickers from the class teacher, subject leads, Deputy Head or Head Teacher
- Certificates from the class teacher, Deputy Head or Head Teacher
- Positive notes or telephone calls home
- Weekly Lakeside Learners Assembly
- Visits to the 'Golden Ticket Shop' at the end of the week for exemplary behaviour choices
- Bronze, Silver, Gold, Diamond and Platinum Award Certificates *

*Children who receive 50 praise points are given a bronze certificate and a silver certificate for 100 points. When children achieve 400 points they receive a gold certificate. Children who go on to achieve 800 positive points receive a diamond certificate and a writing set. Those children who achieve 1500 points receive a platinum certificate and a £10 Amazon gift card as a reward for all of their achievements.

Staff can also nominate children to receive the Lakeside 'Kindness Award' in our special Lakeside Learners Celebration assembly held in school at the end of each week. Parents are invited to attend this in order to enable them to share in their child's success and celebrate their hard work with them.

Pupils are expected to:

- Behave in an orderly and self-controlled way, accessing self - regulation breaks and movement breaks if and when necessary to enable them to do so
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move calmly, sensibly and safely around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform wherever possible, support will be provided to enable all pupils to wear appropriate school uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

7.1 Mobile phones

Pupils are generally not permitted to have mobile phones at school or on trips. There may be rare and exceptional circumstances where parents wish their child to have a mobile phone with them for reasons of personal safety relating to their journey to and from school.

In these circumstances the Class Teacher should be informed of the situation and the mobile phone handed in to the school office at the beginning of the school day. The phone may then be collected at the end of the school day.

Mobile phones brought into school without permission will be collected by staff and stored in the school office. Parents will be informed. The phone may then be collected at the end of the school day.

8. Responding to behaviour - Restorative Practice and Emotion Coaching

8.1 Classroom management

Teaching and support staff are all responsible for setting the tone and context for positive behaviour within the school. We feel as part of our commitment to embedding British Values within our school, it is our responsibility to provide our pupils with the tools to become successful individuals who feel good about who they are, are positive role models and good citizens. We therefore feel it is our responsibility to support the children to develop their understanding of what is right and what is wrong.

We believe that it is important that the children learn that there are consequences to their behaviour choices and that these consequences will be something that they do not like. We support the children to understand this, and to understand why their behaviour choice has caused a consequence, whilst also understanding that making mistakes is how we all learn about ourselves and the world that we live in. We also teach children that once mistakes have been faced, we move on, start afresh and continue to make the positive choices that are expected of everyone in our school community.

Restorative Practice enables us to work together with our children when things go wrong and they make the wrong behaviour choice. It enables us to provide the children with the tools to make more informed choices in the future when they face challenging situations.

Restorative practice encourages children to take responsibility for their behaviour choices and through restorative conversations we can support children to think carefully about what went wrong, about the impact of their behaviour choices on others and how we can repair the damage our behaviour has caused.

Embedding this practice supports the children in our school to develop respect, responsibility and resilience. Children are encouraged to work with staff to find strategies and solutions to help them to face challenges in future so that they avoid making the wrong behaviour choices again. They are also encouraged to 'make things right' with others that may have been affected by their behaviour choices. When working through a problem with a child, we work hard to ensure that anyone who has been negatively affected by their behaviour choices, understands what went wrong and that it wasn't their fault, feels that we have solved the problem fairly, appropriately and that they feel confident that this will not happen again.

Restorative Practice is based on the following key features:

Relationships – Relationships are a really important part of our school ethos. It is all of our responsibility to repair relationships with each other when things go wrong.

Respect – We respect each other by listening to each other and accepting the opinions of others. When we respect each other, this ensures a safe space for everybody.

Responsibility – We must learn to take responsibility for our own actions and our own part in incidents when things go wrong.

Repair – We should learn to work with others in our school community to repair relationships with each other when things go wrong and to prevent problems from getting bigger.

Reintegration – When we work together with our community to take responsibility for our actions, show respect for each other and repair relationships following harm we can be reintegrated as part of our school community with trust

Restorative Conversations – Restorative conversations take place to ensure the child understands what went wrong and how we can repair harm that has been caused. Children also develop understanding of consequences and that sometimes how we feel is a negative consequence of actions we may have taken.

The staff in our school understand that behaviour is a form of communication that usually communicates an underlying emotional need. Together we seek to understand the emotional need that causes that behaviour before attempting to intervene. We respond to behaviour by focusing on the emotions and feelings a child may be experiencing and support them to become calm using a range of strategies to de-escalate situations.

One of the strategies we use to support our children is **Emotion Coaching**.

Emotion Coaching

Emotion coaching helps children to understand their emotions and why they respond to those emotions in the way that they do. It follows a practical approach that supports the child through incidents of negative behaviour and enables adults to identify what went wrong.

Emotion coaching develops the understanding that big emotions can be difficult to manage alone and that adults are always there to help children manage these big feelings in a safe and positive way.

In school we use emotion coaching alongside our communication bears and the Zones of Regulation to help children understand their emotions and effective ways to manage them.

Emotion coaching uses a four step approach set out below:

- Step 1 – Recognise and empathise with how the child is feeling
- Step 2 – Label and validate the feelings

- Step 3 – Set limits on the behaviour, discussing the boundaries with the child
- Step 4 - Explore solutions and agree on an outcomes with the child

Training and support for parents and carers is delivered in school in our 'SEND Parents Workshops' to support families to understand how they can use emotion coaching at home to support their child or young person.

Resources that outline an emotion coaching approach can also be found on our school website here:

<https://www.lakeside.staffs.sch.uk/parentscarers/send/>

To provide a consistent, positive behaviour culture within our school community staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display their own classroom rules that have been decided in partnership with children
- Develop a positive relationship with pupils, which will include:
- Greeting pupils in the morning/at the start of lessons
- 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

8.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. The safeguarding team will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

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

Please refer to our child protection and safeguarding policy for more information.
<https://www.lakeside.staffs.sch.uk/media/gbfjb2ug/safeguarding-policy-2024-2025.pdf>

8.3 Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- Positive praise
- Sharing good work with another teacher, subject lead, Deputy Head or Head Teacher
- Green 'Track it Light' Points
- Superstar 'Track it Light' Points
- Stickers from the class teacher, subject leads, Deputy Head or Head Teacher
- Certificates from the class teacher, Deputy Head or Head Teacher
- Positive notes or telephone calls home
- Bronze, Silver, Gold, Diamond and Platinum Award Certificates *

*Children who receive 50 praise points are given a bronze certificate and a silver certificate for 100 points. When children achieve 400 points they receive a gold certificate. Children who go on to achieve 800 positive points receive a diamond certificate and a writing set. Those children who achieve 1500 points receive a platinum certificate and a £10 Amazon gift card as a reward for all of their achievements.

Staff can also nominate children to receive the Lakeside 'Kindness Award' in our special Lakeside Learners Celebration assembly held in school at the end of each week. Parents are invited to attend this in order to enable them to share in their child's success and celebrate their hard work with them.

8.4 Responding to misbehaviour

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

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards of behaviour we expect, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues arising, and staff will be supported by members of SLT to deal with the most challenging behaviour where required.

All pupils will be treated equitably under the policy, with any factors that contributed to behavioural incidents identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Taking the pupil to a calm space and away from the incident/situation
- A verbal reprimand and reminder of the expectations of behaviour
- Expecting work to be completed at break or lunchtime
- Missing some or all of their morning or lunchtime learning break
- Temporary or permanent removal of privileges/roles in school that require pupils to be role models
- A change of seating arrangements within the classroom
- Referring the pupil to a senior member of staff
- Providing a separate indoor or outdoor supervised space during lunch breaks to reduce incidents of negative behaviour
- Phone call home to parents
- Fixed term suspensions
- Permanent exclusions, in the most serious of circumstances

The individual needs and personal circumstances of each pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

8.5 Use of reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. Physical intervention is always used as a last resort. If a member of staff needs to intervene physically, they will follow the school's '**Positive Handling Policy.**' All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others

- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and on 'Track it Lights'
- Reported to parents

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

Further guidance can be found in our Positive Handling Policy.

8.6 Off-site misbehaviour

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

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

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

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

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

8.7 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.

Please see our 'Online Safety' policy for further information.

8.8 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the head teacher or member of the senior leadership team will make the report.

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

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

8.9 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered

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

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

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

Please refer to our child protection and safeguarding policy for more information.
<https://www.lakeside.staffs.sch.uk/media/gbfjb2uq/safeguarding-policy-2024-2025-final-signed.pdf>

8.10 Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help.

If so, a referral to children's social care may be appropriate.

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

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

9. Serious sanctions

9.1 Detention (Reflection Room)

Pupils can be issued with detentions during break and lunch time.

During Break times, this could be in the form of spending time with the staff member on duty to observe pupil's who make good behavioural choices and model exemplary social interaction.

During lunchtimes, pupils may miss part or all of their lunchtime in which they will spend in the 'Reflection Room'. This will be staffed by a member of staff and the pupil will spend time reflecting on their behavioural choices and undergoing a restorative conversation with the staff member facilitating the session. This will include an opportunity to discuss the incident and reflect on the emotions that were felt at that time, as well as an opportunity to discuss what the pupil will do differently next time in order to make a better behavioural decision. A piece of reflective learning may be undertaken so the pupil can use this as a reminder for good behavioural choices in the future.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment

9.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time in order to reduce disruption for other pupils, to work with the individual pupil and seek to understand how school can support the pupil to overcome the difficulties they are experiencing and to enable staff to reduce academic demand during a challenging period for the individual pupil.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful and in line with national curriculum expectations, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a calm, carefully managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the Head teacher, Neil Probert or the Deputy Head teacher, Vicki Gardner.

Pupils will spend some time, supported by Mr. Probert or Mrs. Gardner, in a safe quiet space until they are calm and ready for learning. When they are calm and it is safe for them to be returned to a classroom learning environment, staff will work closely with the child and support this transition, monitoring the child's behaviour carefully.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the head teacher and following discussions with parents.

Pupils will be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully re-integrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider individualised approaches to behaviour management for pupils who are frequently removed from class, and will support them through the use of resources outlined below:

- Adapted timetables that are flexible to meet individual needs
- The use of teaching assistants experienced in supporting pupils with SEMH needs
- Personalised rewards identified with the pupil and focused on what is important to the pupil
- Personal behaviour plans shared with all stakeholders to ensure consistent responses
- Multi-agency assessment and advice
- Access to external play therapy support or an alternative education provider experienced in supporting pupils with significant SEMH needs.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on our electronic recording system, CPOMS or via Trackit Lights.

9.3 Suspension and permanent exclusions

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

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

10. Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND) that may or may not have been diagnosed. We will work together with pupils and families to remove all possible barriers for individual pupils in order to enable them to be successful learners within our school community.

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 balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil 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.

Our approach to anticipating and removing triggers of misbehaviour are outlined below. This is by no means exhaustive but an outline of strategies that we use to support identified pupils. We work hard to understand the needs of our pupil and are always open to implementing strategies recommended to us by external professionals and endeavour to remain flexible and supportive to the needs of the pupils and families within our school community.

Our approach may include examples such as:

- Short planned movement breaks for pupils with SEND who may find it difficult to sit still for long periods of time
- Adjusting seating plans to enable pupils with attachment or SEMH needs to sit close to the teacher or a safe adult to reduce their anxiety and allow staff to monitor and respond to their triggers
- Adjusting seating plans to enable pupils visual or hearing impairments to sit close to the teacher to enable clear communication and the opportunity for information to be repeated if necessary
- Flexible adaptations to uniform requirements for pupils with sensory requirements or for pupils with severe skin conditions to enable them to comfortable and to concentrate on learning
- Responsive and comprehensive internal CPD programme to support staff to develop understanding of the primary SEND needs of the pupils within our school community
- Quiet learning spaces provided for pupils who learn best in low arousal learning space
- Opportunities provided for pupils to access self-regulation spaces within the classroom or outside of the classroom
- Familiar key adult 'check ins' to support children to communicate difficulties in a quiet space with a familiar key adult with whom they feel comfortable
- Individual behaviour plans to communicate to all staff, the individual needs and triggers of pupils with significant attachment and trauma or SEMH needs and to ensure a consistent approach to behaviour for individuals
- A bespoke SEMH curriculum carefully planned and sequenced to support the development of specific social and emotional skills delivered to a small group of identified pupils

10.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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

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

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

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

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

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

The local authority SEN Team (Tamworth) may be contacted at:

Telephone: 01827 782555

E-mail: tamworthsendandeducation@staffordshire.gov.uk

Website:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

11. Supporting pupils following a sanction

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

This may include measures such as:

- Reintegration meetings
- Daily contact with an identified familiar key adult to identify what went well and what may need to be adapted or changed to support the individual to be successful
- A personalised reward system
- Regular communication with the family to identify ways we can work together to support the pupil to be successful

12. Pupil transition

12.1 Inducting incoming pupils

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

12.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). A transition plan is put into place for any child with additional SEMH or SEND needs allowing extra time for the pupil and staff member to build a relationship prior to the transition point. In addition, staff members hold transition meetings. During these transition meetings behaviour plans and pupil profiles are shared and discussed, clearly identifying additional behaviour needs.

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

13. Staff Training and CPD

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

- Attachment and Trauma Informed practices
- The needs of the pupils at the school
- A range of special educational and social and emotional needs
- How SEND and SEMH needs impact behaviour

Behaviour management will also form part of continuing professional development.

Some staff will receive additional training to ensure they are able to carry out their role safely and effectively.

14. Monitoring arrangements

14.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed by the Head teacher, Neil Probert.

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

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

- By protected characteristic

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

14.2 Monitoring this policy

This behaviour policy will be reviewed by the Head teacher and the governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 14.1). At each review, the policy will be approved by the head teacher, Mr. Neil Probert.

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

15. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Positive handling policy
- Online safety policy
- SEND Policy
- Anti – Bullying policy

Appendix 1: Written statement of behaviour principles

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

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

Version Control

Version	Date Approved	Changes	Reasons for Alterations
V2	09.12.2025	Updated to include Guardian Groups in section 7 School behaviour curriculum – Rewarding Positive Behaviour and Attitudes	The use of Guardian Groups introduced to the whole school timetable.