



Behaviour and Relationship Procedures (Formally Behaviour Policy)

To be read with Behaviour Trust Policy

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Behaviour and Relationship Procedures

The atmosphere of the school depends on the mutual respect of all pupils and adults and the philosophy that everyone is of equal importance and worth. The main guiding principle is that everyone will act with courtesy and consideration towards others at all times in order to promote a happy, caring and respectful atmosphere. These procedures have implications for all pupils, staff, parents/carers and all other stakeholders.

At Phoenix, we celebrate and embrace a Values-Based Education and Character Education systems, which centres around 12 core life values the whole school community has chosen: these include respect, teamwork, responsibility, pride, adaptability and resilience, trust, self-control, kindness, friendship, dedication and honesty. At Phoenix, we also actively champion and promote British Values, and we believe that it is everyone's responsibility, through building positive relationships, to create the environment we desire.

At Phoenix, we believe that good discipline is based on mutual trust, respect and a sound foundation of good relationships. At Phoenix, we believe, it is everybody's responsibility to provide a safe and respectful environment in which our pupils can learn without disruptions. It is paramount that parents and carers actively support the school's systems and strategies in order to secure positive outcomes for their children. We believe that regular, constructive communication between school and home is of the greatest importance in establishing positive relationships.

The pastoral care of the pupils is a shared responsibility of all staff and stakeholders of Phoenix Primary School under the guidance of the Headteacher.

The aim of the Behaviour and Relationship Procedures is to:

- Encourage and promote positive behaviour based on respect, honesty and self-control
- Secure high standards of behaviour based on resilience, responsibility and kindness
- Prevent all forms of bullying and discrimination
- Secure all pupils' right to uninterrupted education and ensure a positive learning environment for all
- Enable our pupils to become "good" people and citizens so that they are able to lead good lives, and contribute to the common good, as well as become successful and fulfilled individuals.
- Teach pupils to develop self-control, take responsibility and be accountable for their actions.
- Ensure the safety and well-being of all pupils, staff and visitors at all times.
- Foster a sense of respect for themselves, each other, property and environment.
- Limit disruptive and/or inappropriate behaviour to allow learning to take place.
- Teach pupils that they are responsible for their behaviour and their actions and choices have consequences.
- Teach pupils that, despite any difficulties or challenges they may experience, their behaviour is their choice.

To support the behaviour and character development of all Phoenix pupils, we have adopted the Jubilee Framework, which states that values should be:

Taught - through the explicit behaviour curriculum using teaching and learning strategies, activities, and resources.

Sought through chosen experiences that occur within and outside of the formal curriculum.

Caught - through a positive school community, respectful relationships, and a clear ethos.

We believe that it is more effective to reward than punish and enlighten rather than ignore. Apart from praise, other effective rewards at Phoenix are Dojo, House point system, stickers, certificates, phone calls home, praise from other staff, and recognition in assemblies. Additionally, individual reward systems may be developed and used to support pupils with additional needs.

Examples of desired behaviour:

- Consistently following school values and expectations
- Understanding and respecting other people's rights, feelings and opinions
- Helping to make the school a safe, pleasant and easy place to learn in.
- Completing any task reasonably assigned to a pupil in connection with their education and conduct.
- Following transition protocols
- Treating others with kindness, politeness and respect.
- Keeping the school clean, tidy and undamaged.
- Looking after your own and other people's property.
- Responding to reasonable instructions from adults.
- Following the school's rules and values outside of school

- Being willing to discuss problems and accept consequences

Rewards

*Positive behaviour **must** be rewarded at every opportunity using:*

House points

House points are connected to values. There are 4 colours of tokens corresponding to the colours of houses. Each adult will be able to reward individual children for the values they display/present. When an adult rewards a child with a token, they need to clearly refer to the value they observe in the child, ie. "You showed kindness by inviting X to play"

Tokens will be collected in class, at the end of each week, Prefects will count the tokens from each class and take them to Miss Roworth so she can add them together. The house points collected from each class will be emptied into house tubes. Tubes will be emptied every "big" term. There will be termly awards (three times a year) for the winning house.

Dojo points

Dojos are awarded for academic and personal achievements in class. This is an electronic system where parents receive automatic notifications when a pupil is awarded a dojo.

Positive dojos are awarded for values shown in academic performance and personal development in class.

Dojos will be awarded for:

- Dedication and resilience (ie, when a child tries hard despite finding learning difficult)
- Respect and kindness (ie when a child shows those values during small group or whole class discussions)
- Adaptability and pride (ie when a child shows pride and care in their work, or responds to sudden changes well)
- Responsibility and self-control (ie when a child continues with their task despite potential disruption and follows adults' instructions)
- Teamwork and friendship (ie when a child is actively involved and supportive during small group and whole class projects)
- Honesty and trust

The maximum of 1 point will be awarded for each strand per day (maximum 6 positive Dojo points per day). Teachers will award points at the end of the morning session (before lunch) and at the end of the afternoon session (before home time).

The maximum number of positive points per week is 30. A "Dojo Store" will operate on a half-termly basis. Children will be able to swap their positive points for items in the store. No item in the "Dojo Store" will be less than 30points.

Other positive incentives include:

- Stickers.
- Phone calls home.
- Praise, positive feedback, recognition
- Positive note to pupil.
- Recognition during the Values assembly followed by receiving a values badge
- Weekly Celebration assembly where personal achievements are recognised and celebrated.
- Class monitor job / Prefects.
- Feedback to parent/carer at the end of the day.

Examples of class-wide rewards:

- Treat time at the end of the term.
- Extra creative time in class.
- Special arts or craft project.
- Sharing achievements and good work with the whole class
- Invite a special visitor to class.
- Verbal recognition

Pupils in Year 6 may also be given school-wide responsibilities such as Prefect or Head boy and girl. Across each year group, there will be chances to become Peer Ambassadors, and children in every class have the opportunity to be members of our Value-Based School Council. Children across year groups are also chosen and trained to be playground buddies, helping and assisting children who are worried or feeling lonely.

At Phoenix we believe that a consistent and fair implementation of measures outlined in Behaviour and Relationships Procedures is central to an effective whole-school approach to behaviour. Positive reinforcement and sanctions are equally important and necessary to support the whole-school culture.

Sanctions

At Phoenix, a safe and positive environment is everybody's responsibility; therefore, staff can sanction pupils whose conduct falls below the standard which could be reasonably expected of them.

It is expected that unwanted behaviour is addressed instantly in line with Behaviour Levels (appendix 1), mini-scripts and trauma-informed language.

Negative behaviour is entered onto the CPOMS system, under the child's behaviour log, by a relevant member of staff. These are regularly reviewed by SLT and the Pastoral Team.

When necessary, appropriate consequences are used for unacceptable behaviour. Serious offences or frequent misbehaviour will result in the parents being contacted and a suitable course of action being agreed at the earliest possible opportunity.

Levels of behaviour and consequences are outlined in Appendix 1 - Levels of Behaviour Management.

Levels of behaviour and consequences with the parent section are available in Appendix 2

School sanctions must be reasonable, proportionate and lawful. They may include:

- Log of negative points on Dojo.
- Verbal reprimand and reminder of the expectations
- Loss of privileges
- Loss of break and/or lunchtime - reflection time
- School-based community service
- Removal from the classroom
- After-school detention
- Suspension
- Exclusion

Negative Dojo

Negative points will be given for:

- Poor presentation of work
- Incomplete work due to lack of focus
- Level 1 behaviour
- Level 2 behaviour

If a child receives 5 negative points in a week - teacher will dojo parents or speak to them at the end of the day.

If a child receives 10 negative points in a week - the teacher will make a phone call home + the child will receive 10mins after coaching with a class teacher

If a child receives 15 negative points in a week, the teacher will invite parents for a meeting with themselves and a phase leader + the child will receive 20mins afterschool coaching with a class teacher

If a child receives 20 negative points in a week, the phase lead will meet with parents to discuss the child's behaviour + a child will receive a 30mins coaching session with a phase leader

If a child receives 25 negative points in a week, the Phase Lead will contact parents, and relevant individual consequences will be put in place. Referral to external agencies might be considered. Parents will be invited to complete a positive behaviour programme with their child after school.

If a child collects more than 25 points 3 times in a half term, the Phase Lead will discuss with parents the need for further support. PSP, Behaviour Plan or ILP will also be considered.

In all cases requiring a consequence, the teacher's/Staff's best judgment should be used. Staff should not threaten or be perceived to threaten sanctions or suspensions. Where there is a disagreement between peers or children and staff, both sides of any argument must be heard, and witnesses' statements taken as appropriate. CPOMS is to be completed by staff involved, and SLT need to be consulted before a decision is made about how a consequence is to be imposed. Any witness statements need to be attached to CPOMS log so that they are available for future reference.

In the cases of suspension, the DfE's Suspension and permanent Exclusions from schools, academies and pupil referral units in England, including pupil movement guidance, [Suspension and permanent exclusion guidance](#).

The Health and Safety and Safeguarding of all pupils and staff is at the forefront of any decisions made.

School-based community service

School-based community service can be directed by a teacher or SLT as a restorative practice where pupils' behaviour has had a physical impact on the physical environment. Community service will take place outside learning time, and parents will be informed on the same day by the class teacher.

Community service can take the form of:

- Tidying up the classroom
- Tidying up the corridor/ library
- Fixing displays
- Picking up litter
- Washing off graffiti

Coaching and restorative work

Staff have the authority to issue detention-based restorative work to pupils whose behaviour falls below the expected standard. This includes same-day or lunchtime restorative work. Parental consent is not required if:

- The pupil is under 18
- The headteacher has communicated to a pupil and parents that detention outside school sessions may be used
- Restorative work does not compromise pupils' safety
- Restorative work does not conflict with a medical appointment
- Suitable travel/pick up arrangements can reasonably be made. The inconvenience for parents is not a valid reason for not issuing the restorative work

All coaching sessions will take place after school and they will be issued only if a pupil exceeds a number of negative dojos per week as outlined above.

Reflection work can be issued for level 3 and 4 behaviour and will not exceed 30mins per day. Break and lunch restorative work will follow the same pattern as after school.

- EYFS and KS1 - restorative work will be given during break and lunch (no after school restorative work)
- LKS2 - restorative work will be given during break and lunch. However, after school restorative work can be directed if a child repeats the same level 3 behaviour in a day
- UKS2 - restorative work will be directed only after school

Examples of timings for restorative work are below. This is not an exhaustive list and timings can change depending on the recurrence and/or severity of the incident.

Behaviour level 3	Restorative work	Behaviour level 4	Restorative work
Repeated refusal to follow adult instruction in a day	10mins	Repeated refusal to follow adult instruction in a week	20mins
Aggressive behaviour on the playground	15mins	Repeated aggressive behaviour on the playground	30mins
Deliberate vandalism /misuse of equipment or property	Community service after school	One-off fight	30mins
Open rudeness, repeated disrespect	10mins	Repeated open rudeness and disrespect towards the same adult within the week or several adults during the day	20mins
Verbal abuse	10 mins	Repeated verbal abuse	20 mins
Abuse connected to protected characteristics 1 st instance	15mins	Repeated abuse connected to protected characteristics	30mins
Name-calling, targeted behaviour 1 st instance in a term	15mins	Repeated name-calling, targeted behaviour in a term	30mins

One off disruption to learning in a day	10 mins (can be repeated 2 times)	Stealing	30mins
Dangerous (non-premeditated) behaviour that might have resulted in injury of others	15mins	Constant disruption during the day or Repeated disruption within the week	30mins
		Dangerous (not-premeditated) behaviour resulting in injury of others	30mins

Removal from the classroom

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of class at the instruction of a staff member (teacher or SLT). Removal from the classroom is considered a serious sanction and it is used when other behavioural strategies in the classroom have been used but the pupil did not respond to them positively. If removal from the classroom has been applied, parents will be informed on the same day by the class teacher. Removal can be used in the following situations:

- Unreasonably high level of disruption presented by a pupil
- Behaviour that puts the safety of other pupils at risk
- Dysregulation prevents a pupil from learning in a classroom environment.

At times, removal can be offered or directed for non-disciplinary reasons where a pupil is taken out of the classroom to regulate their emotions because of identified sensory overload and/or as a part of a planned response.

Suspensions and Exclusions

On occasion, it may be necessary to place a pupil on an internal suspension. This can either be on or off-site at one of the other schools within the Trust. Parental permission will be sought before any child is taken to another school.

In extreme circumstances, fixed-term suspensions or permanent suspensions (*see below*) may be considered. The Headteacher and the Local Governing Board have adopted the DfE's Statutory Guidance (2024) relating to Suspensions and Exclusions.

The Headteacher (*or Executive Headteacher under the guidance of and in consultation with senior staff if the Headteacher is unavailable/not contactable*) is the only member of staff authorised to implement a suspension of a child. The Local Governing Body will monitor the rate of suspensions.

Provision will be made for a suspended child to undertake schoolwork at home and for this to be marked during the first five days of a suspension. For suspensions of longer than five days, alternative provision will be made from the sixth day onwards. It will be the parents' responsibility to transport the pupil to the alternative provision.

If a pupil exceeds 15 days of Fixed Term Suspensions in Terms 1-2, 3-4 or 5-6, then a meeting will be held with the Local Governing Body (within 15 days of receiving notice of the suspension) to review suspensions.

When considering whether to suspend or exclude, the Headteacher will take account of any contributing factors ie bereavement, mental health issues. Age, level of understanding, recurrence of the incident and general conduct and behaviour will also be taken into consideration.

After a fixed-term suspension, a reintegration meeting will be held between the pupil, parent(s) and a representative of the school. The purpose of such meetings will be to identify strategies and support (including outside agencies) which are needed to reduce the risk of further suspensions. In some cases, a Pastoral Support Plan will be put in place where time-bound targets will be set; these targets will be reviewed, evaluated, and, if necessary, changed to offer continued support. If targets have been met and behaviour has improved, this support plan will be closed.

Reintegration

We will support pupils to reintegrate successfully into school life and full-time education following a suspension, a period of Off-Site. We will work to provide a pupil with a fresh start designed to help them understand the impact of their behaviour on themselves and others; teach them how to meet the high expectations of behaviour in line with the school culture; foster a renewed sense of belonging within the school community; and build engagement with learning.

Prior to the reintegration date, the parents, the pupil and all relevant parties will be invited to the reintegration meeting, where the reintegration strategy will be discussed. No pupil will be prevented from returning to school

if parents are unable or unwilling to attend. The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties, including to identify if the pupil has any SEND and/or health needs. At Phoenix, we strive to build close working relationships with every family; therefore, we encourage parents and pupils to attend review meetings so that their views and opinions are heard. As a standard practice, we will invite a Governor and other professionals who work closely with the child in school. Following the meeting, a letter with agreed actions will be sent to parents for their reference.

A decision to exclude permanently should be taken only:

- a) In response to a serious breach or persistent breaches of this behaviour policy *and*
- b) Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The following incidents must be treated as serious and are likely to result in a permanent exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour towards a pupil
- Verbal abuse or threatening behaviour towards an adult
- Use or threat of use of an offensive weapon or prohibited item that a school's behaviour policy has prohibited
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Every decision to exclude is made after considering all of the evidence available and the individual circumstances of the pupil(s) involved (e.g. SEND; social, emotional, LAC, mental health needs; home situation). In the cases of suspension, the DfE's Suspension and permanent Exclusions from schools, academies and pupil referral units in England, including pupil movement guidance [Suspension and permanent exclusion guidance](#) 2024.

Vulnerable Children and Children Identified with specific needs.

Phoenix consistently promotes high standards of behaviour and provides the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. It must not be assumed that because a pupil has SEND, it must affect their behaviour on a particular occasion; however, it is crucial to consider whether the pupil's SEND contributed to misbehaviour. It is understood that children who present with particular needs that may result in causing disruption to the whole class learning have Behaviour Support Plans put in place. BSP identifies specific behaviours and outlines agreed strategies and steps adults are to take to support the child. Short-term targets are set and reviewed regularly. Parents are an integral part of this process; their involvement is strongly encouraged by the school, as their support is considered paramount to securing positive outcomes for the children.

If, despite positive behaviour management strategies and agreed interventions provided in class, the child struggles to successfully self-regulate, an adult may offer or direct a withdrawal into an agreed safe space. The adult may also request a member of the SLT or the Pastoral Team's support.

If a child leaves the room without permission, a designated adult will follow them. Universal language, mini scripts and agreed strategies will be automatically put in place. The child will be reintegrated as soon as possible back into the class.

CPOMS

At Phoenix, alongside our existing safeguarding processes, the CPOMS system is used to help with recording safeguarding and/or behaviour incidents, including protected characteristics, the majority of which are classed as level 4 or 5 incidents. CPOMS is also used to record communication between various agencies as well as parent and child views.

The CPOMS system is regularly reviewed and updated to ensure that categories of concerns appropriately reflect the needs and challenges the school faces.

All staff is trained in the efficient use of CPOMS. Any updates to categories or use of the system is disseminated immediately to ensure consistency in record keeping.

Duty of Care

All staff has a duty of care therefore, in the rare situations, they may needed to positively handle a child to prevent a pupil harming themselves or others, or damaging property (See separate Positive Handling Policy and Procedures). When responding to a crisis, staff at Phoenix follow TeamTeach principles. When called upon to

physically handle a pupil, staff will conduct a dynamic risk assessment to ensure that their actions are reasonable, proportionate and necessary. The holds are applied only with an amount of strength and restriction to prevent further harm and/or damage, and disengagement is sought as soon as it is possible and safe. Positive handling must be recorded in the Physical Restraint Log Book and CPOMS. A Handling Plan may be developed for a pupil who has been identified as needing further support; this will be discussed with parents/carers. For further details of positive handling, see the Safeguarding Policy and Procedures as well as the Positive Handling Policy and Procedures.

Behaviour Management training for all staff is available as appropriate. Sessions may be for everyone or specific groups.

All behaviour incidents that require consequence are recorded on CPOMS by a member(s) of staff who dealt with it.

Staff must inform the Headteacher of any serious incidents, or one that required the use of restraint. After each TeamTeach intervention, the Behaviour Lead and TeamTeach Trainer - Jolanta Studniarz-Thring will hold a debrief meeting with adults involved in the incident.

Pupils will be *taught* (in PHSE, health education, drama, class discussions etc.) to tell an adult if they experience problems, which might affect behaviour. They will be taught how to behave in new or different circumstances.

Mobile Phones

To promote focus, learning, and well-being, Phoenix does not allow mobile phones during the school day. Children who bring phones to school are expected to leave them at the reception before they enter the classroom. Phones can be collected at the end of the day from the same place. All phones are stored in a designated, secure place. If a pupil is found with a phone during the school day, they will be asked to voluntarily take the phone to the office. If the pupil refuses, the school will confiscate or retain pupils property as a disciplinary response. The law protects staff from liability in case of loss or damage to items they confiscated.

Online conduct

It is crucial that all Phoenix pupils uphold high standards of behaviour both offline and online. Inappropriate online behaviour, including bullying, use of inappropriate language, the soliciting and sharing of nude or semi-nude images or videos and sexual harassment, will be addressed in accordance with the same principles as offline behaviour, including following the Safeguarding and Child Protection policy.

Any behaviour that occurs outside school hours and off school premises falls under parental responsibility.

Bullying

"Bullying is when someone hurts another person on purpose, again and again. It can be with words or actions, in person or online. Bullying makes people feel sad, scared, or alone."

At our school, we believe in:

- Respect - We treat everyone with courtesy, we use our manners and show Phoenix values.
- Trust - We help each other feel safe by telling the truth at all times
- Responsibility - We speak up if something is not right or someone is being hurt.
- Kindness - We use kind words and actions to include and care for others.
- Self-control - We stay calm and think before we act, even when we are upset.

Bullying goes against all of these values. At Phoenix, we operate zero tolerance for bullying.

We recognise that sometimes people do or say things that might upset us, but that doesn't always mean it is bullying. Examples of behaviour that is not bullying:

- Accidents ie running or bumping into someone,
- Disagreements and Friendship issues - ie friends can have arguments or not agree sometimes. That's normal and can be solved by talking and listening. Sometimes, friends a bit of time apart but this does not mean they are bullying each other
- Unkind moments - If someone says something unkind to another person, it's not okay, but it's not bullying unless it is ongoing and targeted.
- Not wanting to play or be friends with someone - Everyone has the right to choose their friends and who they play with, as long as they are not being mean on purpose all the time.
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Child-on-child abuse and sexual harassment

Professionals need to distinguish normal from abnormal sexual behaviours. Child's sexual behaviour should be considered abnormal if it:

- occurs at a frequency greater than would be developmentally expected
- interferes with the child's development
- occurs with coercion, intimidation, or force
- is associated with emotional distress
- occurs between children of divergent ages or developmental abilities
- repeatedly recurs in secrecy after intervention by caregivers/professionals.

At Phoenix, we refer to Hackett's continuum model (2010) to distinguish between problematic and sexually abusive behaviour. [Harmful sexual behaviour framework: an evidence-informed operational framework for children and young people displaying harmful sexual behaviours](#)

Abuse, sexual violence and/or sexual harassment is absolutely not accepted or tolerated at Phoenix. Pupils whose behaviour falls below expectations will be sanctioned. At Phoenix, we will challenge any inappropriate language and behaviour between pupils. Child-on-child abuse is a serious safeguarding concern and as such it will be responded to in line with KCSIE and the school's Safeguarding Policy that can be found on the website, school office and parent waiting room. Abuse that occurs online or outside of the school will be treated equally seriously.

Use of reasonable force

At Phoenix Primary, the use of reasonable force is applied only when it is absolutely necessary. This type of response needs to be proportionate, reasonable and necessary. Also, a dynamic risk assessment needs to be conducted prior to and throughout the intervention. Adults applying this intervention will use the minimum required force for the shortest possible time.

What is reasonable force? (DfE Guidance 2013)

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances, such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact, such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases, it may not always be possible to avoid injuring the pupil.

At Phoenix Primary, adults may use guides (least intrusive practice), blocks or holds. Holds are to be used only if it is reasonable, necessary and proportionate. Holds may be applied to move a child into a safe place or to prevent them from becoming a risk or causing harm to themselves or others or causing significant damage to the environment.

Who can use reasonable force?

- All members of school staff have the legal power to use reasonable force
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils, such as unpaid volunteers or parents accompanying students on a school-organised visit.

Jolanta Studniarz-Thring is an accredited Intermediate TeamTeach Trainer. All staff is trained in disengagement and positive behaviour management.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes - to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil from behaving in a way that disrupts a school event or a school trip or a visit;
- prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Power to search pupils without consent.

In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items" like:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Roles and responsibilities

School

All staff working at Phoenix strive to develop a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour. It is expected that all staff consistently apply 7 strands: expectations, deliberate practice, explanation, questioning, modelling, feedback, and challenge in behaviour management. This means that staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships. Where necessary, staff will challenge pupils to meet the school expectations and maintain the boundaries of expected conduct. All staff will consistently communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. All new staff receive training around behaviour management and safeguarding procedures as a part of the robust induction process. In addition to that, all staff receive an appropriate level of training around SEMH needs so that they have the appropriate tools to support all pupils.

Pupils

It is the pupils' responsibility to follow the school behaviour policy and expectations. Pupils play a crucial role in contributing to the ethos and culture of Phoenix, encompassing academic engagement, developing leadership skills, contributing to a positive school environment, and participating in extracurricular activities, all while learning and growing as individuals. It is vital that pupils support the evaluation, improvement and implementation of the behaviour policy and provide regular feedback and input.

Parents

Parents play a crucial role in implementing a school's behaviour policy by understanding it and supporting their child's compliance with the school rules. It is paramount that parents adhere to and promote the Parent Partnership Agreement, which is provided during every induction process, and work closely with the school to address any behavioural concerns. Parents can actively reinforce positive behaviours at home, mirroring the school's values and expectations for respect, kindness, responsibility, self-control and trust. Parents should encourage their children to take responsibility for their actions and set clear expectations for behaviour both at home and at school, ensuring consistency and clarity. It is important that parents support and follow close home-school communication for the benefit of their children.

EYFS

The Early Years Foundation Stage Behaviour Management Policy is a subsidiary of the school's main policy and has been written to ensure that the needs of younger children are met.

Please refer to the main document 'Phoenix Primary School Behaviour Policy' for the complete school context.

In line with the whole school policy, we link behaviour management with the Values-Based Education. EYFS classes will have value displays where behaviours that we expect to see from the children in our environment are presented in a child-friendly way. Throughout the academic year, practitioners refer to the Values and explore the meaning embedded within these principles during PSHE / Values lessons.

Phoenix staff model, support, and provide opportunities for children to practise social skills. We provide positive interest and concern for children and recognise and help them to express their feelings, without judgement. On a daily basis, we support the development of sharing and encourage children to work together and include others in their play. We support choices and autonomy and provide challenges for thinking and scaffold learning. All values are present within our developmental conversations with the children. At Phoenix, we expect our EYFS staff to:

- Develop positive relationships with all pupils.
- Model our Values, use the visual displays around the school to praise pupils and correct behaviour when necessary.
- Build effective relationships with pupils, parents/carers and colleagues.
- Be consistent and fair by adopting and following our school policies.
- Have high expectations of pupils' behaviour.
- Plan interesting lessons to engage and enthuse learners.
- Use praise as a tool to develop excellent behaviour for learning.
- Treat everyone in the school community in the same way, irrespective of gender, race, religion, sexuality and disability.
- To support each other in maintaining good classroom management (e.g., Through support and advice from the Senior Leadership Team).
- Share with parents/carers positive information as well as seek support to develop appropriate learning behaviour at school.
- Be ready to adjust and personalise the approach to behaviour management for some pupils with specific needs whilst retaining high expectations.

- Hold assemblies that discuss our Values and promote the school vision.
- Use the language of Values when praising pupils or correcting their behaviour

We recognise the consistency of language as crucial in supporting children's decisions and personal, social and emotional development. EYFS staff aim to use positive language, fully involving the children in reflection to self-correct behaviour, ie:

- Let's stop and think about the choices that you are making.
- What should you be doing right now?
- How can I help you to make this better / easier for you?
- Which values teach us to use kind hands?
- Good listening
- Walking feet

Staff will regularly refer children to pictures on the value display to remind them of what they need to do to follow agreed behaviours.

The intrinsic value of achievement is embedded within their experiences as individuals and a community. As a team the children work together to gain a shared experience. Individually and / or collaboratively the children can earn a badge for the Ambassador's jumper. When the jumper is full the children share a chosen experience together.

Positive behaviour strategies include:

- Regular and explicit praise for desirable behaviours is an integral part of all EYFS practice, e.g. good listening or thank you for showing walking feet inside.
- Verbal precise praise - highlight which values/aspect of behaviour was celebrated and why
- Open door policy - sharing the positive with parents/ carers
- Weekly Celebration assembly for which children are explicitly told of their personal achievements. Teachers keep a record of who has received a mention to ensure equality of opportunity for all. There is a 'Star of the Week'. Linked with this celebration of an individual's interests and achievements is a certificate. The Star of the Week also takes home a class bear and completes a weekend diary.
- Values assemblies for which children are explicitly told of the values they have personally promoted. Parents are invited to share this celebration.

As children learn to modify their behaviours in a way that is appropriate for a large group setting, they learn to accept the needs of others and tolerate delay when their own needs are not immediately met. This educational phase sees the development of sharing and turn-taking skills and the development of self-regulation.

It is helpful for practitioners to view conflict as a potential learning opportunity. Conflict resolution involves feelings and ideas. Practitioners should make use of the language of Values to support children's ability to express their feelings and facilitate their understanding of events that may have occurred.

"By the end of the preschool years, well-regulated children can wait for a turn, resist the temptation to grab a desired object from another child, clean up after a play period with little or no adult prompting, willingly help another child or adult with a task and persist at a challenging activity. Such children also actively try to control negative emotion, often by talking to themselves ("I'll get a chance soon") or changing their goals (when one activity isn't possible, turning to another)" (Berk et al, 2006:74).

In times of distress, practitioners need to remain positive and respectful and give attention and care directly to the children through warm, supportive interactions.

It is entirely appropriate to adapt the EYFS environment to meet the needs of any individual child. It can also be appropriate to modify planned teaching to ensure behavioural successes.

Managing challenging behaviour

For a few children with specifically identified behavioural needs, it may help to motivate and support them by using an individual reward system. This will only be introduced by the class teacher in consultation with the SENCO and parents/carers.

In all situations of conflict, a member of staff will thoroughly investigate to try to establish the original cause and support those involved to a resolution. In such a situation, practitioners will use a communication tool that is appropriate for each individual child's needs, e.g. visual prompts.

In all cases where a child has been hurt, both sets of parents need to be informed. Serious incidents need to be reported to the EYFS leader or another member of the SLT.

If a child becomes highly emotional, they will be supported to take time in an area of the classroom that is quieter to calm down. Following a timed reflection period, the child will be asked to participate in a discussion and cooperate to resolve the difficulty.

Rarely, it may be necessary to remove a child from their classroom and to exclude them internally. If behaviours begin to form a repeated pattern, the class practitioner develops an intervention and advises colleagues during the weekly EYFS meeting time.

It is very important that we, as practitioners, avoid situations of confrontation. Using our values and terms regarding feelings will support a positive redirection.

As outlined in the main body of this policy, only in very specific circumstances, where there is a real risk to health and safety, children will be physically supported. This type of intervention will be applied only if it is reasonable, proportionate and absolutely necessary. Any physical intervention follows the guidelines set out in the main body of this policy.

We should be aware at all times that children entering our setting need time to develop relationships with us and encouragement to want to conform within a large group setting. This can be particularly evident during the autumn term.

One third of children entering our classes will be summer-born. In Reception classes, many children will have just had their fourth birthday.

If a child is throwing toys, kicking or hitting others, the area should be removed of children, and a member of staff should stay to ensure that the distressed child remains as safe as possible. If it becomes necessary to restrain a child a written record of the incident should be made and reported to a member of the SLT.

Where there is a consequence to a child's challenging behaviour and a sanction is given by an adult, it should be relevant and introduced soon after the event, e.g. poor behaviour outside will result in the removal of garden time for a session.

Sanctions

EYFS (Reception Year)

1. Verbal Warnings - In the first instance, we are teachers. We will model our expectations for the children and support their successes. **'Are you making the right choices? Are you following the values? How can we make this choice better?'** Use the Values Ambassador as a reminder.
2. If the child does not correct their behaviour with your support. **'This is your warning, you need to think about your choices.'** **The next step is reflection time.'** Use the Values Ambassador as a reminder.
3. If pupils do not improve their behaviour, they move their name from the ambassador's jumper. Five-minute reflection time, this will be followed with a discussion on the mistake that was made and how they can use the values to correct it. Encouragement and belief in the child should always be promoted. In EYFS this stage can be repeated once.
4. Visit to an EYFS Leader / Parental Intervention. If a child, even after the above sanctions, continues to make the wrong choices, then they will visit a Senior Leader to discuss their behaviour. Parents will be contacted at this point to meet to discuss their child's behaviour. These meetings will always be dependent on the actions of the child.
5. Suspension - See main school policy.

Parental involvement

In line with the EYFS policy, decisions made by practitioners should be shared with parents/carers and a plan for future action made collaboratively to ensure a successful school experience for all families. It is important to remember that young children may have undiagnosed learning needs, and it is never easy for a parent/carer to learn that their child has been distressed.

OPAL

At Phoenix, we operate the OPAL Programme during lunchtimes. We believe that play is the way children learn all the things they need to know that cannot be taught in a classroom alone. OPAL helps our children develop a wide range of 'soft' or 'life' skills. High-quality activities that are carefully planned and delivered encourage the development of competence in risk management, self-control, conflict resolution, resource sharing and collaborative solutions. The OPAL also supports the development of positive behaviour patterns and encourages social and emotional growth in all our pupils through promoting our values-based ethos and culture.

Pastoral Care

At Phoenix, we create an inclusive environment where children can feel safe, happy, and valued by encouraging positive interactions between students, staff, and parents and fostering a sense of community. We offer an extensive pastoral care not only to our pupils but also to their families. Pastoral care involves addressing concerns promptly and effectively, whether it is anxiety, mental health issues, bereavement, peer conflict or other behavioural or emotional issues. At Phoenix, we have a dedicated Pastoral Team that consists of:

- Safeguarding Lead
- Family Liaison Officer
- Attendance Officer
- ELSA and Wellbeing Support Officer
- MELSA and Pearl Lead
- SENCO
- Deputy Head and Inclusion Lead

Our Pastoral Team offers:

- 1:1 support to those pupils who require extra help, whether through scheduled meetings, informal conversations or structured programmes
- Small group work focused on teaching children important life skills, such as managing emotions, resolving conflicts, and building healthy relationships.
- Referrals and signposting to external agencies ie EST, CAMHS, Mental Health, Early Help, Social Services, Outreach Services

Every week, the Pastoral Team holds a TAC (Team Around a Child) meeting where SEND/Pastoral referrals from staff are discussed. Where parents are concerned about their child's well-being and/or changes in behaviour, they can request the referral to be made following their meeting with the class teacher or Phase Lead. If however, parents feel that their child is at an immediate risk of harm, they should immediately contact our Safeguarding Lead – Miss Beer or the Headteacher.

APPENDIX 1

Levels of Behaviour Management

Level	Unacceptable / Inappropriate behaviours	Person responsible	Responses / Consequences The adult can choose from...
Level 1: Dealt with within the classroom behaviour management by teachers and support staff (including playground incidents at this level).	Distracting other children /teacher Calling out Failing to listen Pushing in lines Failing to come in when called after playtime Teasing Snatching Lack of care about the classroom/playground and equipment Throwing sand/water/toys/other objects Mishandling books Running inside Talking over the teacher Disruption while children are working Attention-seeking/ “winding up” other children Making inappropriate noises Tale-telling Running in the classroom Not settling for register/story/carpet Refusing to follow general instructions Not completing school work to an acceptable standard	Leading school member reporting to class teacher. Information regarding level of behaviour will be shared by class team (class teacher, person leading or support staff)	Desired/appropriate behaviours taught, modelled and demonstrated (whole class, group, 1:1). Misbehaviours pre-empted, diverted away from. Positive reinforcement of desired behaviour. Clear, consistent boundaries 2 choices - direct and deferred choices Common language, consistent use of mini scripts Tactical ignoring Proximity Tactical pausing Non-verbal cueing ‘Take up time’ Behavioural direction Rule reminder Distraction/ diversion Direct questions, use “what”, “when”, “how” or “where?” Avoid “why?” or “are you?” Partial agreement and refocusing Assertive comment- direction – command Avoid “please”, “use thank you” Reminder about consequences and rewards. Behaviour logged on Dojo
Level 2: Behaviour that requires a consequence or response - because of its intensity or frequency. Seek support from the assigned “buddy” if needed	Behaviours persisting despite Level 1 consequences Consistent/repetition of Level 1 behaviour despite Level 1 consequence Physical abuse – deliberate (but minor) pushing/ pulling hair, etc. Repeatedly ignoring adult requests/instructions, arguing back, lying, defiance Deliberate shouting out, running about, pushing in, etc. Leaving classroom without permission Breaking school rules Deliberate shouting out, running inside, pushing in, destroying school property e.g. books or displays	Leading school member reporting to class teacher. Teaching staff to respond Information regarding level of behaviour will be shared by class team (class teacher, person leading or support staff)	Consistent use of the above strategies. Cool down time Work out a resolution with the child, e.g., a letter of apology, clearing up the mess. Time taken away from playtime and or lunchtime Informal chat with parent/carers. Choice directed Consequences as immediate as possible in order to be fully effective. Behaviour logged on Dojo – parents informed by class teacher/ Phase Leader Loss of privileges Loss of break/lunch with class teacher After school detention
Level 3: Behaviour that requires a consequence or response - because of its intensity or frequency.	Continuation of negative behaviour despite Level 2 consequences Physical abuse/aggressive playground behaviour- punching/ fighting/ kicking/ hurting/ storming off/ threatening behaviour/ stampeding/ spitting on others	Teaching staff. Incidents reported to the Phase Lead Information regarding level of behaviour	Consistent use of strategies. Behaviour Support Plan put in place (involving parents/carers, teacher and ELT/SLT member – targets and review dates set)-plan to be shared with relevant staff and consistently followed Referral to Inclusion Team (SEN/Pastoral referral) Reinforcement of school rules.

Class teacher to seek support from Phase Lead Behaviours are to be recorded on CPOMS, and SLT is to be informed.	Deliberate vandalism /misuse of equipment or property e.g. toilets, or misuse of resources such as scissors Deliberate and repeated refusal to comply with adult requests Provoked retaliatory behaviour Deliberate and repeated refusal to comply with adult requests, open rudeness, refusal to come into class Verbal abuse – deliberate swearing, racism, sexism and offensive name-calling or other bullying or harassment Theft	will be shared by class teacher, person leading or Phase Lead	After school detention Loss of privileges Loss of lunch with Phase Lead Phase Lead to support Parents informed and given an opportunity to support their child in school if appropriate (phone call conversation with a child, brief visit to school) Withdrawal from classroom to work in a designated area/another class/year group Parent/carer informed through a more formal discussion.
Level 4: Behaviours that may require immediate removal from class. SLT is involved, and the incident requires formal follow-up. Incident recorded on CPOMS. If Positive Handling was applied, the Red Book needs to be completed the same day.	Repeated level 3 behaviour within 2 weeks One-off physical assault - aggressive outbursts and/or fighting – maybe involving injuring another child or adult, throwing or breaking furniture or large equipment, vandalism. Repeated, spiteful behaviour despite Level 3 consequences Intense or repeated verbal abuse – swearing, racism, sexism and offensive name-calling Rage outbursts – maybe involving injuring another child or adult, throwing or breaking furniture or large toys Dangerous behaviour (to self and others), e.g., climbing the fence/gate, running out of the designated area, hurting another child, resulting in puncturing the skin. Coercive behaviour leading to misconduct Stealing from school or an adult Unmanageable behaviour / severe and constant disruption / complete defiance Extreme / repeated / deliberately offensive verbal abuse, harassment or bullying	Teaching staff and/or Phase Lead. Incidents reported to SLT Information regarding the level of behaviour for all involved parties will be shared by the class teacher, the person leading the Phase Lead or a member of the Leadership Team.	Behaviour Support Plan put in place(involving parents/carers, teacher and ELT/SLT member – targets and review dates set). Positive Handling Plan agreed and signed by parents (child to be involved) Individual Risk Assessment to be completed and shared with parents and the child. Personal Consequence Pathway set in place Referral to Inclusion Team (SEN/Pastoral referral) Parents are requested to come in to support the child in school Child taken to a place of safety by an adult (or other children removed from classroom) until the child has calmed down. In-school suspension Internal suspension in another trust school Parent/carer informed immediately – meeting to discuss way forward.
Level 5: Behaviours that require immediate involvement from the HT. Incident recorded on CPOMS. If Positive Handling was applied – the	Persistent level 3 and/or level 4 behaviour throughout a day Repeated level 4 behaviour within 2 weeks Physical attack on another pupil leading to injury Physical assault against an adult Verbal abuse or threatening behaviour towards a pupil Verbal abuse or threatening behaviour towards an adult	Phase Lead and/or SLT Information regarding the level of behaviour for all involved parties will be shared by the class teacher, the person	Fixed Term Suspension. Permanent Exclusion. A decision regarding suspension and/or exclusion is made only by the Headteacher. The suspension decision made by the Headteacher is final When deciding to issue a Fixed Term or Permanent Exclusion, the Headteacher follows the DfE statutory guidance.

Red Book needs to be completed the same day.	Making unsubstantiated accusations towards adults Extreme and/or repeated physical bullying Extreme and/or repeated vandalism Bringing a weapon or an item that can be used as a weapon into school Leaving site without permission (away from immediate boundaries) Racist, homophobic, sexual misconduct or use of other derogatory language Brining vapes, smoking/vaping and/or encouraging others to do so Bringing drugs or other illegal substances into school One off serious breach or persistent breaches of the school's behaviour policy This list is not exhaustive or limited to.	leading the Phase Lead or a member of the Leadership Team. It is possible that different adults will inform different families. Final decision regarding consequences is made by SLT	
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Appendix 2

Levels of behaviour - Parental Engagement

Level	Unacceptable / Inappropriate behaviours	Person responding in school	How can parents/carers support the child
Level 1: Dealt with within the classroom behaviour management by teachers and support staff (including playground incidents at this level).	Distracting other children /teacher Calling out Failing to listen Pushing in lines Failing to come in when called after playtime Teasing Snatching Lack of care about the classroom/playground and equipment Throwing sand/water/toys/other objects Mishandling books Running inside Talking over the teacher Disruption while children are working Attention-seeking/ “winding up” other children Making inappropriate noises Tale-telling Running in the classroom Not settling for register/story/carpet Refusing to follow general instructions Not completing school work to an acceptable standard	Leading school member reporting to class teacher Behaviour logged on Dojo	Desired/appropriate behaviours taught, modelled and demonstrated Positive reinforcement of desired behaviour Clear, consistent boundaries Behavioural direction Rule reminder Direct questions regarding unwanted behaviour “what”, “when”, “how” or “where?” followed by “what could you do differently?”, “how can you fix it?” Avoid “why?” or “are you?” Partial agreement and refocusing Reminder about consequences and rewards Check in with adults Open and honest communication with the school
Level 2: Behaviour that requires a consequence or response - because of its intensity or frequency.	Behaviours persisting despite Level 1 consequences Consistent/repetition of Level 1 behaviour despite Level 1 consequence Physical abuse – deliberate (but minor) pushing/ pulling hair, etc. Repeatedly ignoring adult requests/instructions, arguing back, lying, defiance Deliberate shouting out, running about, pushing in, etc. Leaving classroom without permission Breaking school rules Deliberate shouting out, running inside, pushing in, destroying school property e.g. books or displays	Leading school member reporting to class teacher. Teaching staff to respond Behaviour logged on Dojo	Consistent use of the above strategies. Work out a resolution with the child, e.g., a letter of apology, clearing up the mess. Request an Informal chat with a teacher and child to work a way forward and show unity between home and school Consequences applied in line with the home behaviour system as immediately as possible in order to be fully effective. Support of the school behaviour system Support of after after-school detention Open and honest communication with school
Level 3: Behaviour that requires a consequence or response - because of its intensity or frequency.	Continuation of negative behaviour despite Level 2 consequences Physical abuse/aggressive playground behaviour- punching/ fighting/ kicking/ hurting/ storming off/ threatening behaviour/ stampeding/ spitting on others Deliberate vandalism /misuse of equipment or property e.g. toilets,	Teaching staff. Incidents reported to the Phase Lead Incident logged on CPOMS	Consistent use of the above strategies. Close collaboration with schools to set a Behaviour Support Plan, and all parties will adhere to the agreed actions. Consideration of Early Help involvement Consideration of accessing parental support through the referral process

Class teacher will seek support from Phase Lead SLT will be informed.	or misuse of resources such as scissors Deliberate and repeated refusal to comply with adult requests Provoked retaliatory behaviour Deliberate and repeated refusal to comply with adult requests, open rudeness, refusal to come into class Verbal abuse – deliberate swearing, racism, sexism and offensive name-calling or other bullying or harassment Theft		Reinforcement of school rules. Support of after school detention Use of opportunities to support their child in school (visit, phone call) Meeting with Phase Lead and the child to show unity between school and home Open and honest communication with school
Level 4: Behaviours that may require immediate removal from class. SLT is involved and incident requires formal follow up.	Repeated level 3 behaviour within 2 weeks One off physical assault - aggressive outbursts and/or fighting – maybe involving injuring another child or adult, throwing or breaking furniture or large equipment, vandalism. Repeated, spiteful behaviour despite Level 3 consequences Intense or repeated verbal abuse – swearing, racism, sexism and offensive name-calling Rage outbursts – maybe involving injuring another child or adult, throwing or breaking furniture or large toys Stealing from school or an adult Dangerous behaviour (to self and others), e.g., climbing fence/gate, running out of designated area, hurting another child, resulting in puncturing the skin. Coercive behaviour leading to misconduct Unmanageable behaviour / severe and constant disruption / complete defiance Extreme / repeated / deliberately offensive verbal abuse, harassment or bullying	Teaching staff and/or Phase Lead. Incidents reported to SLT Behaviour logged on CPOMS	Behaviour Support Plan engagements applied at school and home Positive Handling Plan agreed (child to be involved) Individual Risk Assessment agreed Personal Consequence Pathway set so it can be applied in school and the Parent Partnership Agreement to referral to Inclusion Team (SEN/Pastoral referral) Supporting the child in school in line with PSP and BSP Support of In-school suspension Support of internal suspension in another trust school – taking child into designated school Close cooperation with Class teacher, Phase Lead, SLT and Governors Open and honest communication with school
Level 5: Behaviours that require immediate involvement from the HT.	Persistent level 3 and/or level 4 behaviour throughout a day Repeated level 4 behaviour within 2 weeks Physical attack on another pupil leading to injury Physical assault against an adult Verbal abuse or threatening behaviour towards a pupil Verbal abuse or threatening behaviour towards an adult	Phase Lead and/or SLT Final decision regarding consequences is made by SLT	Close cooperation and communication with SLT and Governors due to the high risk of fixed-term suspension or permanent exclusion. Consideration of multiagency support A decision regarding suspension and/or exclusion is made only by the Headteacher. The suspension decision made by the Headteacher is final

	Making unsubstantiated accusations towards adults Extreme and/or repeated physical bullying Extreme and/or repeated vandalism Bringing a weapon or an item that can be used as a weapon into school Leaving site without permission (away from immediate boundaries) Racist, homophobic, sexual misconduct or use of other derogatory language Brining vapes, smoking/vaping and/or encouraging others to do so Bringing drugs or other illegal substances into school One off serious breach or persistent breaches of the school's behaviour policy		When deciding to issue a Fixed Term or Permanent Exclusion, the Headteacher follows the DfE statutory guidance.
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