



Lowercroft Primary School

Behaviour & Relationships Policy

(This policy applies to all school activities, including the Before and After School Club-ERICC's)

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Statement of intent

This policy outlines Lowercroft Primary School's approach to behaviour management. It aims to create a safe, positive, and inclusive learning environment where all pupils can thrive, achieve their potential, and develop into responsible and respectful citizens. It reflects the school's vision of Empathy, Respect, Independence, Courage, and Curiosity. In order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

Our school recognises that behaviour is often a form of communication, particularly for pupils with Social, Emotional and Mental Health (SEMH) needs. In line with the DfE's *Mental Health and Behaviour in Schools* (2018) and the *SEND Code of Practice* (2015), we are committed to providing an inclusive and supportive environment that meets the needs of all learners.

Staff are trained to understand how adverse childhood experiences (ACEs), trauma, or undiagnosed difficulties can manifest in behaviour. Where pupils present with SEMH needs, the school will take this into careful consideration when deciding how to respond to behavioural incidents. Disciplinary measures will always be reasonable, proportionate, and fair. We will ensure that sanctions do not discriminate against pupils with SEND or SEMH needs and that they comply with the Equality Act 2010.

Support for pupils with SEMH needs may include:

- Use of personalised regulation strategies or behaviour support plans
- Emotional check-ins and key adult mentoring
- Adapted routines and curriculum access
- Access to safe spaces or time-out cards

- Involvement of the SENDCo and pastoral staff in planning interventions
- Close collaboration with families and, where necessary, external services such as Educational Psychology, Behaviour Support or CAMHS

For pupils with an Education, Health and Care Plan (EHCP), or those receiving SEN support for SEMH, any significant behavioural intervention or sanction will be discussed with the SENDCo. The graduated approach — assess, plan, do, review — is followed to ensure interventions are targeted and effective. Where behaviour is a direct consequence of a child’s disability, this will be factored into all decisions regarding consequences or exclusions.

This approach ensures that pupils are supported to self-regulate and develop the social and emotional skills needed to engage positively with learning and school life.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) ‘Use of reasonable force’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2024) ‘Behaviour in schools: Advice for headteachers and school staff’
- DfE (2023) ‘Keeping children safe in education 2025’
- DfE (2022) ‘Searching, Screening and Confiscation: Advice for schools’
- DfE (2023) ‘Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement’
- DfE (2024) ‘Mobile phones in schools’
- DfE (2024) ‘Creating a school behaviour culture: audit and action planning tools’

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

Roles and responsibilities

The governing board will have overall responsibility for:

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

The headteacher will be responsible for:

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

The senior mental health lead will be responsible for:

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

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.

- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

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

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Deputy Headteacher
 - Key Stage leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

Supporting their child in adhering to the school rules and reinforcing this at home.

Informing the school of any changes in circumstances which may affect their child's behaviour.

Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature – this may include bullying via text or images generated by artificial intelligence (AI).
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

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

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

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

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

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider

afterwards how to prevent such behaviour from recurring. For low to mid level behaviour, teachers will follow the R.E.S.P.E.C.T structure- see Appendix

Records of all reported incidents will be recorded on CPOMS. This will help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

Where a pupil's misbehaviour is causing disruption, the following procedures will be followed by the class teacher:

Examples of behaviour you might come across and next steps:

Low level behaviour examples

- Not completing reasonable amount of learning in a set time due to behaviour
- Lack of pride in work due to poor attitude
- Deliberate disruption, creating a disturbance e.g. trying to distract other pupils from their work
- Deterioration of behaviour
- Deliberately throwing small objects for fun
- Disrespecting peers and/or their property

The following procedures will be followed by the class teacher:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Setting a written task, such as an account of their behaviour, or completing unfinished work
- Removal of privileges
- Move to a quiet space in the classroom or to another classroom

Mid level behaviour examples:

- Intentionally hurting someone (eg pushing and shoving)
- Damaging school / other child's property
- Persistent or serious rudeness/refusal of instructions/challenge to adults e.g. answering back
- Deliberate name calling
- Swearing
- Lying or refusing to take responsibility for actions when they have been seen doing it by a number of people or yourself

The following procedures will be followed by the deputy headteacher or senior leader:

- The pupil is sent to the deputy headteacher/senior leader immediately or, in their absence, the most senior member of staff.
- The deputy headteacher/senior leader investigates the incident and decides whether it constitutes unacceptable behaviour
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom
- The deputy headteacher/senior leader will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident

High level behaviours examples:

- Behaviour is creating a health and safety risk to self and/or other
- Fighting and intentional physical harm to other children and staff (punching, kicking, headlock, headbutt, hair pulling, scratching, slapping)
- Verbal abuse to another pupil and staff
- Intentional vandalism
- Theft

The following procedures will be followed by the headteacher:

- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out based on recorded incidents, at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place
- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction to improve behaviour.

Disciplinary sanctions:

For disciplinary sanctions to be lawful, the school will ensure that:

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

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

Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Restorative Approaches at All Levels of Sanction

At our school, we believe that sanctions alone do not lead to long-term behavioural change. Therefore, we embed restorative practice into every level of our behaviour response, from low-level incidents to more serious breaches of expectations.

Restorative approaches are designed to:

- Help pupils understand the impact of their behaviour on others
- Promote accountability and empathy
- Provide an opportunity for all parties to be heard
- Support the repair and rebuilding of relationships
- Reduce the likelihood of repeated behaviour

This means that:

- **Low-level responses** (e.g. verbal reminders or time out) are followed by short reflective conversations that prompt pupils to consider their behaviour and how to move forward positively.
- **Mid-level sanctions** (e.g. removal from class, contact with parents) involve a more structured restorative dialogue with a member of staff, and where appropriate, with affected peers.
- **High-level incidents** (e.g. physical aggression or serious disrespect) trigger formal restorative meetings or conferences facilitated by a senior leader, sometimes including parents, to plan meaningful next steps and restoration.

Restorative conversations and processes are adapted to suit the age and needs of the pupil. While accountability remains essential, we aim to build understanding, empathy and genuine resolution alongside any consequence. These approaches support our school culture of respect, responsibility and positive relationships.

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour Curriculum

At our school, positive behaviour is explicitly taught as part of a whole-school behaviour curriculum rooted in our core values: empathy, respect, independence, courage and curiosity. These values underpin our expectations and are modelled, practised and reinforced throughout daily school life.

Pupils are supported to understand what positive behaviour looks like in different contexts — in the classroom, around school, online and in the wider community. We define and teach expected behaviours in a way that is accessible, meaningful and values-led. For example, we teach pupils that:

- Showing empathy means listening to others and considering different perspectives before acting
- Acting with respect means following adult instructions, treating others kindly, and caring for our shared spaces
- Demonstrating independence includes being responsible for your actions and making positive choices, even when no one is watching
- Showing courage might involve owning up to a mistake, asking for help, or trying again after a challenge
- Being curious means engaging in learning with enthusiasm and asking thoughtful questions

Staff use routines and consistent language to teach and reinforce these behaviours, such as lining up calmly, transitioning between activities respectfully, or listening attentively during input. Pupils are praised when they demonstrate our school values through their actions, using positive reinforcement to encourage repetition and internal motivation.

Preventative measures for pupils with SEND

We recognise that some pupils, including those with SEND, may need additional support or adaptations to meet behavioural expectations. Reasonable adjustments will always be made to ensure that every child can access, understand and succeed within our behaviour curriculum.

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

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

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

Positive teacher-pupil relationships

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

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

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

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school.
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by trained members of staff.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of physical disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

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

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Smoking and controlled substances

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

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

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

Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

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

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Mobile phones

Mobile Phones:

Pupils will not be permitted to use their mobile phones during the course of the school day in accordance with the Pupils' Personal Electronic Devices Policy. Any pupil found using their mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will determine the proportionate length of time for confiscation.

Mobile phones will be handed in on arrival – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

Mobile phones and similar devices will be items that staff may search for.

All members of staff can use their power to search without consent for any of the items listed as prohibited items.

Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

At Lowercroft Primary School, we believe that positive behaviour must be taught, modelled and reinforced with the same importance as any part of the curriculum. Our behaviour curriculum is designed to help pupils understand what it means to be **Respectful, Responsible, and Ready to Learn**, and how these principles are lived out through our five school values: **Empathy, Respect, Independence, Courage and Curiosity**.

We explicitly teach pupils how to:

- **Be Respectful** by showing kindness and empathy towards others, using polite language, following adult instructions, and appreciating different opinions and beliefs.
- **Be Responsible** by owning their actions, caring for their environment, completing tasks on time, and helping to maintain a calm and safe school.
- **Be Ready to Learn** by arriving punctually, bringing the correct equipment, showing curiosity in lessons, and demonstrating courage by participating fully—even when learning feels challenging.

These expectations are taught through daily routines, class discussions, assemblies, and reflection times. For example, pupils learn that:

- **Respect** means listening attentively and speaking kindly to peers and staff.
- **Empathy** involves recognising how others might feel and offering support.
- **Independence** is shown by managing your own behaviour and responsibilities without reminders.
- **Courage** is needed to try something new, admit when you're wrong, or resolve conflict honestly.
- **Curiosity** encourages asking thoughtful questions and engaging enthusiastically in learning.

To support these behaviours, staff use consistent language and visible routines—such as calm transitions, lining up quietly, and starting lessons promptly. We make reasonable and appropriate adjustments to routines for pupils with additional needs, ensuring that every child can engage with our behaviour expectations successfully.

We expect all pupils to:

- Conduct themselves in a safe, sensible and respectful manner around school
- Arrive on time and fully prepared for lessons
- Follow all reasonable instructions given by staff
- Speak and act respectfully towards staff, pupils and visitors
- Value the beliefs and contributions of others
- Complete classwork and homework responsibly and on time
- Report unacceptable behaviour appropriately
- Take care of the school environment, resources and property

Through regular praise, reflection and modelling, pupils are supported to internalise these values and behaviours as part of who they are—not just what they do. Our aim is to create a culture where every child thrives emotionally, socially and academically in a respectful and values-driven community.

Classroom Rules and Routines

At Lowercroft Primary School, we believe that clearly defined, consistently reinforced classroom rules and routines are essential for creating a calm, purposeful learning environment where all pupils can thrive. These routines are taught using **explicit instruction**, including teacher modelling, guided practice, and regular repetition. To support seamless transitions and minimise disruption, we also use **silent signals** consistently across all classrooms, allowing pupils to respond swiftly and confidently without unnecessary noise or confusion.

Classroom expectations are firmly rooted in our school's three core rules — **Be Respectful, Be Responsible, Be Ready to Learn** — and are designed to reflect and promote our school values of **empathy, respect, independence, courage, and curiosity**.

Examples include:

- Using silent signals to show readiness to listen (**respect and responsibility**)
- Beginning each task promptly and with focus (**independence and readiness**)
- Contributing ideas and asking questions with confidence (**curiosity and courage**)
- Supporting others and showing kindness in group work (**empathy**)

Teachers explicitly teach these rules and routines from the very first day of school, revisiting and reinforcing them daily through direct instruction, modelling, visual displays, and positive reinforcement. Classroom routines include how to enter and exit the room, how to transition between tasks, how to seek help appropriately, and how to use resources responsibly.

Positive language is used when communicating expectations (e.g. “Use respectful voices” instead of “Don’t shout”), helping pupils to understand the behaviour we want to see. Pupils are taught not only what is expected, but **why** it matters — for themselves, their peers, and the wider school community.

To support pupils in meeting expectations:

- Rules and routines are displayed clearly in every classroom
- Pupils are given structured practice opportunities, especially when routines change
- Teachers use silent signals and consistent cues to reinforce transitions and focus
- Pupils are involved in discussions about classroom agreements, fostering ownership and understanding

If a pupil struggles to meet expectations, staff respond calmly and consistently, using relational and restorative approaches. Expectations and consequences are made explicit, and where appropriate, pastoral or SEND support is provided to help pupils meet behavioural goals.

Our approach ensures that all pupils feel confident, secure and respected — and that every classroom is a place where learning, growth and positive relationships flourish.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils’ faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and Rewards

At Lowercroft Primary School, we believe that recognising and celebrating positive behaviour, effort and achievement is fundamental to fostering a culture of respect, motivation and community. Praise reinforces our three school rules — **Be Respectful, Be Responsible, Be Ready to Learn** — and is closely aligned with our core values of **empathy, respect, independence, courage** and **curiosity**.

Staff give praise thoughtfully and intentionally by:

- Clearly identifying the behaviour or value being recognised
- Giving praise immediately following the positive action

- Varying the type of praise to keep it meaningful
- Focusing on **effort, perseverance** and **independence** — not just outcomes
- Avoiding overuse so that praise remains sincere and motivating
- Allowing praise to stand alone rather than diluting it with immediate criticism

Peer praise is also actively encouraged to build a supportive classroom culture. Pupils are taught to acknowledge and celebrate each other's efforts, kindness, and responsibility both informally and during structured sessions.

To enhance intrinsic motivation, we use a wide range of **reward systems** that are fair, consistent, inclusive and clearly linked to our school's values and expectations:

Whole-School Rewards

- **Friday Celebration Assemblies:** Pupils are nominated by staff to receive certificates for outstanding behaviour, effort, or for living out our school values. This is a special weekly moment of shared celebration.
- **Shout-outs on the School Podcast:** Pupils demonstrating achievements, exceptional kindness, curiosity, resilience or responsibility are recognised in our regular school podcast, shared across the school community.
- **House Points:** House point systems, tailored to each class to promote consistent positive behaviour.
- **Gold Coins for Lining Up:** Classes earn gold coins for lining up calmly and respectfully. Coins contribute to collective class rewards, encouraging teamwork and shared responsibility.

Classroom and Group-Based Rewards

- **Individual Class Reward Systems:** Including **marble jars** and stickers.
- **Top Table:** Year 6 pupils who demonstrate outstanding manners, helpfulness or responsibility may be invited to dine at a special table during lunchtime as a mark of recognition.
- **Bear of the Week / Owl of the Week (KS1):** Each week, one child per class is selected for living out the school values. They proudly wear a medal throughout the following week, signifying their achievement to the school community.
- **Stickers and Certificates:** Awarded regularly to highlight effort, good choices, learning behaviours or acts of kindness.

Positive Communication with Families

- **Verbal Praise at the Gate or via Phone**
- **Messages Sent Home via Seesaw:** Staff share photos, notes or celebrations on Seesaw to inform families of their child's achievements, fostering a strong home-school partnership.
- **Celebration Displays:** Examples of excellent effort, behaviour and value-led contributions are often displayed in classrooms or shared during assemblies.

Our praise and rewards systems are designed not only to encourage positive behaviour but also to help children internalise a sense of pride, purpose and personal achievement. All rewards, whether individual,

group or class-based, are grounded in our shared belief that children flourish when they are noticed, valued and guided by a strong, values-led culture.

Effective pupil support

At Lowercroft Primary School, we recognise that some pupils require additional support to manage their behaviour or Social, Emotional and Mental Health (SEMH) needs. Where pupils struggle to meet expected behaviour standards, we provide targeted and personalised interventions designed to meet their individual needs — rather than focusing solely on reintegration into the classroom.

Pastoral Support and Tailored Provision

Our **Pastoral Support Lead** plays a key role in designing, delivering and reviewing these tailored interventions. Support may include:

- **Timetabled sessions** focusing on emotional regulation, conflict resolution, or behaviour reflection
- **Daily check-ins** to establish positive routines, provide emotional support, and identify any early difficulties
- Use of structured behaviour coaching or mentoring programmes
- A safe space to access at agreed times for regulation or support

This provision is part of our graduated response and works alongside classroom strategies and SEND support, where relevant. It is designed to reduce barriers to learning and improve self-regulation, resilience and wellbeing over time.

The Pastoral Support Lead also works closely with:

- Class teachers, to ensure a joined-up approach to expectations and consistency
- Parents and carers, to build strong relationships and shared strategies
- External professionals and specialist agencies (e.g. Educational Psychology, CAMHS, Behaviour Support), where more complex needs are identified

Pupils receiving pastoral interventions remain full members of their class community, with adjustments made to ensure they are supported, not separated. Provision is reviewed regularly and adjusted in response to pupil needs and progress.

Behaviour outside of school premises

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

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

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

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

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

Any bullying, including cyberbullying (which may include messages or images generated using AI), witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

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

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

Data collection and behaviour evaluation

The school will collect data from the following sources:

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

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

Monitoring and review

This policy will be reviewed by the headteacher and senior mental health lead on an **biannual** basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **November 2027**.

Appendix A: Behaviour Types

The table below provides a quick-reference guide for staff, summarising common behaviour types and appropriate, proportionate responses. Restorative conversations accompany sanctions wherever appropriate. Adjustments may be made for pupils with SEND or SEMH needs, in line with the Equality Act 2010.

Behaviour Level	Examples	Typical Sanctions / Responses
Low-Level	<ul style="list-style-type: none"> • Calling out • Off-task behaviour • Not following instructions • Minor disruption 	<ul style="list-style-type: none"> • Non-verbal cue • Silent signal • Verbal reminder • Restorative chat • Loss of short privilege
Mid-Level	<ul style="list-style-type: none"> • Repeated disruption • Defiance • Swearing (non-directed) • Damage to property 	<ul style="list-style-type: none"> • Removal to partner class • Reflection sheet • Restorative conversation • Parent informed
High-Level	<ul style="list-style-type: none"> • Physical aggression • Bullying • Discriminatory language • Threatening behaviour 	<ul style="list-style-type: none"> • SLT involvement • Internal exclusion • Behaviour support plan • Suspension (if appropriate)
Persistent or Serious	<ul style="list-style-type: none"> • Repeated high-level behaviours • Dangerous conduct • Use of prohibited items (e.g. vapes, weapons) 	<ul style="list-style-type: none"> • Fixed-term suspension • Multi-agency involvement • Possible permanent exclusion (as a last resort)

The RESET structure provides a consistent, child-friendly approach to behaviour expectations and consequences, designed to support pupils in managing low- to mid-level behaviours through clear steps that promote reflection, responsibility and a positive return to learning. This is displayed in classrooms.

**BE RESPONSIBLE, RESPECTFUL
& READY TO LEARN**

R	Reminder A calm prompt to help you get back on track.
E	Extra Chance A second chance to make the right choice.
S	Switch seats Move to a quiet space in the classroom to reset and refocus.
E	External Room Work in another classroom so learning can continue calmly.
T	Talk to the Headteacher A senior leader helps you solve the problem and make it right.

**THESE STEPS MAKE OUR
CLASSROOMS FAIR, FRIENDLY
AND GREAT PLACES TO LEARN.**

Appendix B- Behaviour Expectations linked to school values:

Empathy

Why is empathy important?

Empathy helps us understand how others feel. When we think about other people's feelings, we can be kinder and make school a happy place for everyone.

In the classroom	During playtime	In the corridors	Online behaviour	Helping others
Listening carefully when friends share ideas	Including others in games	Speaking quietly so others aren't disturbed	Saying kind things in messages	Helping a friend who is upset
Taking turns when speaking	Being gentle when playing games	Holding doors open for others	Reporting unkind behaviour to an adult	Sharing equipment or toys
Understanding when someone is confused or upset	Waiting patiently for your turn	Smiling and greeting others	Not sharing private information	Comforting someone who is hurt
Respecting different opinions	Saying sorry if you accidentally hurt someone	Letting others pass safely	Using polite language	Offering to help clean up
Being patient if a friend makes a mistake	Encouraging friends who are feeling left out	Helping younger pupils find their way	Thinking before you post	Standing up for someone being treated unfairly

Respect

Why is respect important?

Respect means treating everyone and everything with care. When we show respect, we create a safe and fair school where everyone feels valued.

In the classroom	During playtime	In the corridors	Respecting school property	Respecting adults and visitors
Following instructions quickly	Playing fairly and following the rules	Walking quietly and keeping to the left	Looking after books and equipment	Listening politely when adults talk
Raising your hand to speak	Using kind words with friends	Keeping hands and feet to yourself	Using bins for rubbish	Saying "please" and "thank you"
Not interrupting others	Sharing toys and games	Not pushing or shoving	Treating classrooms and walls carefully	Being polite to visitors
Listening when others are talking	Taking care of the playground equipment	Respecting personal space	Not writing on desks or walls	Following adults' instructions
Keeping your area tidy	Waiting your turn patiently	Reporting any unsafe behaviour	Wearing uniform properly	Greeting visitors warmly

Independence

Why is independence important?

Being independent means taking responsibility for yourself. It helps you learn new things and become confident in making good choices.

In the classroom	Getting ready for school	Completing homework	Taking care of belongings	Solving problems
Bringing the right equipment	Putting on your coat by yourself	Doing your homework on time	Keeping your things tidy	Trying to fix small problems yourself
Starting tasks without reminders	Packing your bag the night before	Asking for help when needed	Putting your lunchbox away	Asking a friend or adult for advice
Following classroom routines	Arriving on time	Organising your work neatly	Taking care of your uniform	Saying sorry when you make a mistake
Listening to instructions and then working alone	Managing your time to get ready	Checking your work carefully	Looking after your reading book	Thinking before acting
Tidying up after activities	Finding your way around school	Being responsible for your learning	Putting lost property in the right place	Making good choices when adults are not around

Courage

Why is courage important?

Courage means trying new things and standing up for what is right, even if it feels hard. It helps us grow and learn from our mistakes.

In the classroom	During playtime	Standing up for others	Trying new things	Admitting mistakes
Asking questions when you don't understand	Joining in a new game	Telling a teacher if someone is being unkind	Trying a new activity or subject	Saying sorry when you are wrong
Trying your best even when it's difficult	Saying no if someone asks you to do something wrong	Supporting friends who are bullied	Reading aloud in class	Admitting when you forgot something
Sharing your ideas in front of the class	Playing with someone new	Telling the truth even if it's hard	Speaking up if you feel unsafe	Asking for help when you need it
Taking risks in your learning	Asking to join a group	Standing up for yourself calmly	Trying a new challenge	Saying how you feel honestly
Accepting feedback and trying again	Saying sorry after a disagreement	Reporting bullying or teasing	Trying to solve problems yourself	Being brave to apologise

Curiosity

Why is curiosity important?

Curiosity helps us learn more about the world around us. When we are curious, we ask questions and enjoy discovering new things.

In the classroom	During lessons	At home	During school trips	Asking questions
Listening carefully to the teacher	Exploring new topics	Reading books	Looking closely at new places	Asking “why” and “how” questions
Trying different ways to solve problems	Sharing ideas with friends	Trying new activities	Observing nature or history	Wondering about how things work
Being excited to learn	Taking part in experiments	Talking about what you’ve learned	Asking questions during visits	Asking for help to understand
Using resources like books or tablets	Looking for answers in lessons	Exploring hobbies	Taking photos or drawing	Being brave to ask if unsure
Thinking about what you’ve learned	Being open to new ideas	Exploring your surroundings	Listening to guides and experts	Showing interest in other people’s ideas