



Bishops Down Primary and Nursery School

Behaviour Policy 2025-2026

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<u>Record of Review and Amendments</u>	
<u>Date</u>	<u>Brief Details of Changes</u>
01.09.25	Page 7 & 8: expended information for role of staff and governors Page 11: EYFS Framework 2025 added information regarding behaviour in Early Years provision Page 7 & 13: Teacher responsibilities for Risk Assessments for trips and ignites. Page 13: Child on Child Abuse - Information added from the UK Council on Internet Safety regarding guidance on the sharing of nudes and semi-nudes Page 14: Banned items – link with Mobile and Smart Technology Policy Page 27: Appendix 7 Yellow Slip added pupil information added in top section

Bishops Down Vision Statement

At Bishops Down Primary and Nursery school, our aim is to provide excellent teaching and learning experiences that enable our children to develop as knowledgeable and caring life-long learners, who can thrive in an ever-changing world.

We are an inclusive school that works with and for our local community, aware of our responsibility to promote British Values, and to develop resilient, curious and kind children who will be able to make a positive contribution to the world that they will inherit.

Key points in the policy

See below for several of the key areas of the policy at a glance (please read the full policy for further information).

The purpose of the policy	To promote an environment where everyone can live and work together in a supportive way and pupils can reach their full potential emotionally, socially, spiritually and intellectually.
Aims	To set high expectations, guidelines, strategies and responsibilities, linked to our ASPIRE values
Ethos	The belief that children learn best when they feel happy and safe
Expectations	Everyone is a role model. All those working with children, as well as parents, act as role models for positive behaviour. Pupils can also act as role models and have leadership roles
The Policy	Strategies are based on five pillars of behaviour support, delivered consistently by all staff and known as visible consistencies
Roles	The roles and responsibilities of staff, headteacher, SENCO, parents and governors are set out, together with information on exclusions. A link to DfE guidance is included.
SEND	An overview of the techniques and strategies used to support children with learning needs to achieve safe learning behaviours. A link to DfE guidance for reasonable adjustments in schools and the link to the Equality Act 2010 is provided.
Identifying Needs	The resources and strategies staff use to identify different presenting needs.
Monitoring and Evaluating	How the school's Child Protection Online Monitoring System (CPOMS) is used and the role of Designated Safeguarding Leads (DSLs).
Trips, Events and Clubs	How the policy is applied to extra curricula activities and the expectations for parental support
Child on Child Abuse	This section links to the Child Protection Policy and DfE's main safeguarding document, Keeping Children Safe in Education. The document provides specific information on what Child on Child abuse is and the school's responsibilities in terms of prevention and actions.
Banned Items (in school)	This is a list of items that are not allowed to be brought into school as they are considered or inappropriate to an environment with children and threaten the safety of others.
Managing Behaviour outside of the Classroom	The school expects pupils to follow the principles set out in this policy of positive behaviour in their wider life. This section provides information on the actions the school would take if a pupil's behaviour is deemed anti-social while outside of school.
Policy Review	The policy is reviewed annually and is linked to several other school policies including, but not limited to: Anti-Bullying Policy, Equality Policy, Home-School Agreement, Child Protection Policy
Appendices	This section includes copies of documents the school uses in its approach to supporting positive behaviour in school.
Terminology	We use the term parents in this policy to include guardians and carers.

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1. Purpose

The purpose of the school's Positive Behaviour Policy is to promote an environment where everyone can live and work together in a supportive way and pupils can reach their full potential emotionally, socially, spiritually and intellectually. The policy works alongside our British Values and our ASPIRE values (Appendix 1). To achieve excellent behaviour, we all – school staff, children, governors and parents – work together to foster standards of behaviour that:

- Are conducive to teaching and learning
- Demonstrate mutual respect for all members of the school community
- Enable everyone to feel responsible for their role in their school
- Ensures that pupils, staff and visitors feel safe at our school

To support this, our school governors have written a statement of Behaviour Principles, which are set out below:

A statement of behaviour principles written by Governors is required by all maintained schools. These principles guide our Behaviour Policy and procedures at Bishops Down.

Our Behaviour Policy is rooted in our ASPIRE values: **Achievement, Self-belief, Perseverance, Independence, Respect and Equality** -

Achievement in personal goals and academic attainment

Self-belief, to be confident in different situations

Perseverance, to be resilient in times of change

Independence, to be a life-long learner

Respect for each other and the world around them

Equality for all

- At Bishops Down Primary and Nursery School we strive to ensure that every child feels safe, valued and respected, and can learn free from the disruption of others.
- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- Bishops Down Primary and Nursery School is a fully inclusive community. We expect all community members to uphold these Behaviour Principles, and to act in an inclusive manner at all times with respect and care for each other. All pupils, staff and visitors are free from any form of discrimination and policies reflect the duties of the Equality Act 2010.
- Staff, coaches and volunteers act as role models to pupils at all times, and the same is expected from parents/carers and any visitors to the school.
- Our **ASPIRE** values underpin the high expectations for behaviour and attitudes of staff, pupils and parents/carers, and establish the foundation for resilience, respect for self and others, and motivation to succeed.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- Families support the school's values and are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- Pupils are helped to take responsibility for and reflect on their actions and choices.
- Rewards and sanctions are used consistently by staff, in line with our Behaviour Policy.
- The decision to use physical intervention and/or reasonable force will always be a last resort, based on individual circumstances and the professional judgement of staff.
- The Behaviour Policy is shared with pupils, parents and staff.

- By effectively preventing and tackling bullying, we can help to create a safe, disciplined environment where pupils are able to learn and fulfil their potential.
- The Exclusions Policy explains that suspensions (fixed-term exclusions) and permanent exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- The Governing Board of Bishops Down emphasises that violence or threatening behaviour (from any community member) will not be tolerated in any circumstances.

2. Policy Aims

Our Behaviour Policy aims to provide a school community with a common purpose, an ethos that supports the pupils as reflective, analytical and responsible learners and in turn promotes high quality teaching and learning. To achieve this, the Behaviour Policy will:

- set high expectations for behaviour in school,
- set guidelines for all stakeholders so that they can understand their role and responsibilities in implementing the policy,
- set clear behaviour strategies that can be followed by all.

Our policy is rooted in our ASPIRE values, which form the foundation of our ethos and school culture. We understand that behaviour needs to be taught in exactly the same way as other parts of the curriculum. When staff are sure that a pupil has the ability to understand what is required and the skills necessary to behave in a positive way, behavioural approaches are most relevant.

3. The School Ethos

Bishops-Down Primary School and Nursery aims to provide a warm and caring environment where every child matters and the social, emotional and personal development of our children is a priority. We believe that children achieve the most when they are happy and secure.

At the heart of our ethos is a passion for learning and a commitment to motivate, challenge and equip all learners with the skills and attitudes that they need for life in a rapidly changing world. We have the highest expectations for all our pupils. We aim to enable all pupils to reach their potential and become independent, self-motivated learners.

We believe in working in partnership with our parents and children to achieve this.

4. Our Expectations

At Bishops-Down Primary School and Nursery we expect excellent behaviour from all our pupils and from our staff. We expect pupils to be respectful towards staff by listening to them, positively following their instructions and always trying their best. Our older children act as role models to younger pupils particularly as Buddies, Sports Captains and Prefects. In this way, our pupils can enjoy their learning and learn to be responsible for their own behaviour.

Our staff play a vital role in setting and maintaining high levels of behaviour in school. They act as role models by demonstrating excellent manners, having an organised approach to classroom practice and by providing inspiring teaching and learning to pupils. Our staff also establish, and vigilantly maintain, the Five Pillars of Behaviour that define our Policy. These Five Pillars are

implemented by staff every day by using consistent, visible, whole school actions that are seen and felt by everyone.

5. Our Policy

In order to achieve excellent pupil behaviour, the school must have a shared understanding of the expectations (see above) and the key strategies that are used to implement good behaviour throughout the school. These strategies are embedded in the Five Pillars of Behaviour.

The 5 Pillars of Behaviour:

- a. Consistent, calm adult behaviour
- b. First attention is for best conduct (not bad behaviour)
- c. Clear routines
- d. Scripting difficult interventions
- e. Restorative follow-ups

In order to implement the Five Pillars and achieve excellent pupil behaviour, the school understands the importance of having consistent routines and actions that are highly visible and followed by everyone. These are referred to as Visible Consistencies and they ensure that the Five Pillars are engrained into the daily life of our school.

Our Visible Consistencies in lessons support all learners and include:

- Everyone quiet and ready (eyes on me).
- Set clear purpose and timing when setting the task
- Use questioning to include all pupils, expand ideas and check understanding
- As a group set the success criteria (teacher led)
- Stick to routines for your lessons and your day

Our Visible Consistencies around school support all learners and include:

- Proud Walking and Legendary line ups,
- Teacher meet and greet and end of day reflection
- Classroom recognition boards called Boards of Brilliance that celebrate pupil effort and learning milestones
- Immediate, consistent and appropriate consequences are clearly explained so that the person receiving them understands.

6. Roles

All school stakeholders have a role in setting high expectations for conduct in school, and managing processes to ensure issues are dealt with quickly, fairly and accurately. The rights and responsibilities of staff, parents and pupils are set out in Appendix 2:

Teacher roles:

- Treat all children as equals, irrespective of gender, race, disability or religion. It is important that the pupils see and feel that the actions of staff are fair
- Be alert to signs of bullying and racial harassment and encourage pupils to be the same (see Anti-Bullying Policy)
- Deal with discipline problems immediately wherever possible, especially minor misdemeanours. Follow guidance on consequences (Appendix 3) and promoting excellent behaviour (Appendix 4)

- Consistently follow the school system for recording, monitoring or dealing with negative behaviour (see Appendices)
- Follow the principles of Restorative Practice to address and repair harm and to maintain a goal of positive behaviour for all pupils (see Appendix 4).
- Provide a quiet area for children to complete yellow slips (see Appendix 7)
- Give opportunities to pupils to develop interpersonal and social skills
- Inform parents about their child's welfare or behaviour and work alongside parents to find reasonable adjustments where necessary
- Be aware of and understand everyone's rights and responsibilities (see Appendix 2)
- Be aware of pupils who require additional support and put appropriate measures in place
- For serious behaviour concerns, staff use a red triangle to communicate with SLT to request support with behaviour
- Provide appropriate supervision during transition times, for example:-
 - a) Staff on duty to arrive on the playground punctually
 - b) Staff not on duty are in the teaching/cloakroom areas to see the pupils leave safely and quietly
 - c) Staff arrive on the playground promptly at the end of break/lunchtime to ensure that children enter the building in an orderly manner
- Be a role model to children by displaying calm, polite behaviour towards everyone.
- Ensure all lessons are well paced, interesting and pitched to meet the needs of the children's learning: engaging children so they are focused and wanting to learn supports positive behaviour
- To write risk assessments for learning activities as needed, to ensure safety measures are in place for all pupils to learn. For external trips, teachers create a robust Evolve Risk Assessment that is approved by the EVC and Head teacher.

The role of the Headteacher in school behaviour

- Implement the school Behaviour Policy consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy
- Inform parents of level 5 (by letter) consequences
- Ensure staff report all serious incidents of behaviour on CPOMS
- Report to Governors, when requested, on the effectiveness of the policy
- Report the number of level 5 consequences to Governors each term
- Ensure the health, safety and welfare of all children and staff in the school
- Report to/meet with parents/carers when necessary
- Be aware of and understand his/her rights and responsibilities (Appendix 2)
- Support teachers and SENCO with behaviour management strategies and work with external agencies when appropriate to put measures in place to support children
- Discuss reasonable strategies with parents whose children are at risk of exclusion, this may include temporarily putting a child on a reduced timetable

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour (level 5) or persistent level 4 behaviours. The Headteacher may permanently exclude a child in response to a serious one-off breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. This action is only taken after the school governors have been notified.

Should a fixed term exclusion (suspension) be deemed necessary, parents will be notified of the reason for this by the Head teacher both verbally and in writing. Before the child is re-admitted

to school, a Reintegration Meeting between the pupil, parents and school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure the risk of a repetition of the offending behaviour is avoided. A written record of the discussion will be made to include commitments to the agreed plan by both pupil, parents and school. At this stage, behaviour support will be included on an Individual Support Plan (ISP) and weekly meetings may take place to monitor and evaluate support and progress.

Should a pupil continue to struggle to behave as expected despite a high level of support and intervention, to avoid exclusion a Managed Move might be considered. This is the process which leads to the transfer of a pupil to another mainstream primary school in order to offer a 'fresh start.' Managed moves are a useful but serious tool, and should always be used with a pupil's best interest at heart.

The Department for Education provides the following advice to school leaders on behaviour: https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

If a parent's behaviour is considered aggressive or offensive by staff, the Headteacher may ask that parent to immediately leave the school grounds. If the Headteacher feels that the parent behaviour is serious, he /she may notify the parent in writing of their exclusion from the school grounds for a period of time that the Head teacher deems appropriate. The Head teacher will then invite the parent for a meeting, with a representative from the Governing Body, in order to restore a positive working relationship.

The role of the SENCO in school behaviour

- Support teachers with behaviour management strategies
- Liaise with local agencies, such as Early Help, to provide appropriate support for families
- Support teachers in liaising with parents/carers when necessary
- Support teachers in writing Provision Plans, or individual behaviour plans in line with school policy
- Be aware of and understand their rights and responsibilities (see Appendix 3)

The role of the Governing Body in school behaviour

- Support the school in the implementation of the Behaviour Policy
- Give advice, when necessary, to the Headteacher about disciplinary issues so that he/she can take the advice into account when making decisions
- Review the effectiveness of the policy
- Monitor level 5 consequences
- Be notified of fixed term exclusions
- Take part in exclusion training for governors as required
- Carry out their responsibilities in regard to the process for permanent exclusions

The role of parents and guardians

To support the school, parents are encouraged to:

- read and contribute to this policy by reinforcing it at home where necessary.
- take part in school life and understand our ethos and culture
- raise any concerns directly with the senior staff whilst continuing to work positively with the school.
- Take a role in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

7. SEND Pupils

We are an inclusive school and have high expectations for all children. Some children, including those with SEND who have specific needs relating to behaviour, may find it difficult to follow our standards and expectations for behaviour at all times. Individual strategies (reasonable adjustments) can be implemented to support all children.

When children need such additional support, the first port of call will be to try and identify and address the underlying cause of inappropriate conduct.

At Bishops Down, it is important we:

- know our children, their triggers and responses, and intervene early to support children
- analyse behaviour and use consistent language to communicate with children

Adults may use a variety of techniques to help de-escalate behaviour or intervene early when needed. These techniques include, but are not limited to:

- focus on positives and successes
- giving time
- distraction, e.g. discussing a shared interest
- listening and reassurance
- providing an opportunity to be positive
- recognising feelings
- provide opportunity(ies) to succeed
- provide a responsibility – carrying out a short, achievable task
- arrange a physical activity/movement break
- connecting with another child
- showing empathy with body language and facial expression
- ensuring basic needs are met – food, drink, health
- reassurance
- swapping the adults to provide a new voice / a new approach / a simple change to diffuse a situation
- calming activity and mindfulness, such as guided breathing

On occasion, adults may need to raise their voices. This should be restricted to a minimum and when the need arises to keep children safe.

For children who are struggling with high standards of behaviour it may be appropriate to employ a wider range of support strategies that are staff consider to be reasonable adjustments to meet underlying needs and make social and emotional teaching more effective. These strategies and supports may include:

- speech and language intervention
- small group social use of language interventions
- emotions coaching intervention
- personalised social stories or social cartoons interventions
- sensory calming interventions
- academic interventions aimed at reducing in class frustrations

Some children may need specific, reasonable and additional support, including those with identified SEN. This will be set out in personalised intervention plans to help regulate behaviour; our SEN team are there to support us.

Parents will be continually involved in supporting the school in managing their child's behaviour. It may also be appropriate to involve external, multi-agencies to support the school's teaching and learning provision and to complete an individual support plan if the child is at risk of exclusion. In this way, school staff will work with professionals to ensure that reasonable adjustments can be made within school to provide a safe learning environment for all.

The Head teacher is responsible for ensuring that there is a safe learning environment for all children and staff in school and will take action, in-line with school policies, to ensure that this is always the case. This may include a suspension (or exclusion) for a child with SEN, so that the school is given time to consider:

- the complex needs of a child,
- to review possible changes to the school environment that could help facilitate positive behaviours,
- review resources, staffing and timetables for a pupil
- discuss the school's provision with external professionals and
- to seek advice and support from colleagues.

The Department of Education provides the following advice to schools regarding reasonable adjustments for pupils in schools, linked to the 2010 Equality Act:

https://assets.publishing.service.gov.uk/media/5a7e3237ed915d74e33f0ac9/Equality_Act_Advice_Final.pdf

8. Identification of Presenting Needs

Most children demonstrate pro-social behaviour. However, there are some children, including those with SEND, for whom the sequence of response to an adult may not be suitable and therefore reasonable adjustments will be made. These children may require a Provision Plan to formalise strategies that meet their learning needs so that they can develop positive behaviours in school. To provide early help, teachers can work with the SLT Team to analyse pupil behaviours by using the following:

1. Roots and Fruits - this is an analysis tool to understand how feelings are affecting behaviours.
2. Anxiety Mapping - to predict and prevent escalation.
3. De-escalation script – to be used by all staff to de-escalate (calm) situations.
4. Individualised scripts – these are to be used by all staff with specific children in specific situations to ensure a consistent approach as specified in the child's Risk Management Plan.
5. Educational consequence - this must be appropriate to the incident and individual and must be logical, purposeful and meaningful. For example, a child may attend the Two Bridges educational facility for a period of time to help develop emotional resilience.
6. Protective consequence - this may be necessary to manage harm. This could include an increased staff ratio, limited access to outdoor space, being escorted in social situations, differentiated teaching space or exclusion from an area of the school.

9. Managing and Teaching Behaviour in our Early Years Provision

At Bishops-Down Primary School, our staff in our Early Years setting follow the principles set out in the Framework for the Early Years Foundation Stage 2025:

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

The Framework states that:

- 1. All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.*
- 2. The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the right foundation for good future progress through school and life.*
- 3. The EYFS is about what children learn, as well as how they learn. Effective practice is a mix of different approaches. Children learn through play, by adults modelling, by observing each other and through adult-guided learning.*
- 4. The EYFS seeks to provide:*
 - **Quality and consistency** in all early years settings, so that every child makes good progress, and no child gets left behind.
 - **A secure foundation** through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
 - **Partnership working** between practitioners and with parents and/or carers.
 - **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

Overarching principles

Four guiding principles should shape practice in early years. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- **Importance of learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

[EYFS Statutory Framework September, 2025 \(see school website for full document\)](#)

All staff working in the Early Years provision promote the standards and expectations of pupil behaviour set out in this policy. When there are incidents of negative behaviours in the Early Years provision, staff will consider the age and understanding of a child when putting in place appropriate consequences.

Where a child exhibits negative behaviours, staff will inform parents on the same day of an incident. Staff will inform parents to the details relating to the incident and the consequences that were put in place in school as well as the actions taken that are required to promote positive behaviours. Parents are expected to work with staff to help teach positive behaviours at home. Where negative behaviours continue, staff may ask parents for a meeting to review expectations and to put in a behaviour support plan for a child.

To help children reflect on their behaviour, understand the impact of their behaviours (on themselves and others) and to make positive choices in the future, staff can use Thinking Sheets as a tool (see appendix 5).

This policy's guidance on suspensions and exclusions applies to all children in school, to help manage and reduce high levels of unsafe behaviour.

Physical intervention by a member of staff to manage a child's behaviour must only be taken when there is a concern for the safety of the child, safety of others or where there is a possibility of damage to property. The framework sets this out as follows:

3.73 Providers are responsible for supporting, understanding, and managing children's behaviour in an appropriate way.

3.74 Providers must not give or threaten corporal punishment or any punishment which could negatively affect a child's well-being. Providers must take reasonable steps to ensure that corporal punishment is not given by anyone who is caring for or is in regular contact with a child, or by anyone living or working in the premises where care is provided. Any early years provider who does not meet these requirements commits an offence. A person will not be considered to have used corporal punishment (and therefore will not have committed an offence) if physical intervention⁵³ was taken to avert immediate danger of personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary.

3.75 Providers must keep a record of any occasion where physical intervention is used, and parents and/or carers must be informed on the same day, or as soon as reasonably practicable.

EYFS Statutory Framework September, 2025 (see school website for full document)

10. Monitoring and Evaluating

The effectiveness of this policy will be regularly monitored by the Headteacher, SLT, staff and Governors.

Monitoring of behaviour in school takes place in a number of ways, including short questionnaires by pupils, staff and parents/carers, school council feedback, statistical data or classroom observation. The school records incidents of behaviours of concern on CPOMS and in class behaviour logs. The CPOMS system is monitored by the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs) on a daily basis and actions may be taken by the Safeguarding Leads in order to support pupils, staff and / or parents as deemed necessary. The DSL Team meet on a weekly basis to review how children are behaving in school and monitor the actions that are put in place.

Designated Safeguarding Lead: Laura Johnson Head teacher

Deputy Designated Safeguarding Leads:

Emily Lightbody Deputy Headteacher
Julie Avery SENCO

The Headteacher provides a termly report to governors on pupil behaviour in school and actions taken by staff and the involvement of professionals.

11. Trips, Events and Clubs (including Forest School)

Risk assessments are carried out by staff prior to all school trips and ignites (events held at the school) to ensure that arrangements are in place to keep all pupils safe while off-site or taking part in a specifically arranged activity. Pupil Risk Assessments are shared with parents so that they can also provide input and support, and external agencies, where appropriate. If measures cannot be adequately put in place by staff to keep a child safe, the school will offer an alternative provision to a child(ren), but this will be discussed with the parent / carer, pupil and professionals as needed, so that the best learning provision can be provided.

(See Page 7 for teacher responsibilities for risk assessments).

The school has a Forest School Policy that sets out the procedures of keeping staff and pupils safe, so that learning is fun, interesting and safe. Any pupil behaviours that do not follow the procedures and guidance in the policy, and adults consider are negatively impacting on the learning of others and are unsafe, will lead to pupils being removed from Forest School and parents to be informed. The consequences for negative behaviours (appendix 3) would be followed.

Please see the Fores School Association for further information of the purpose of a Forest School. [The Forest School handbook: guidance notes | Forest School Association](#)

Forest School, clubs, trips and events will follow the guidance set out in the Behaviour Policy.

Parents have the right to withdraw their child from an external school trip. In this case, alternative learning will be provided at school by staff during the period of the trip.

If pupils are deemed to put themselves in danger during a trip, the lead member of staff will assess the situation in line with the school's Behaviour Policy and may consider it necessary, in the first instance, to contact a parent/carer to discuss the situation and make appropriate arrangements to ensure the safety of all concerned.

The school reserves the right at any time to sit a child out of an activity or withdraw a pupil from a trip if they are involved in behaviour, which staff consider to be:

- dangerous,
- causes harm or distress to themselves or to others,
- fails to comply with rules of a host organisation, e.g. rules at an external sports event or at an off-site location such as a museum.

In the case of a pupil exhibiting dangerous or harmful behaviours, or failing to following rules during a residential trip that leads staff to have concerns regarding safety, the trip lead member of staff will:

- in the first instance remind the pupil of the rules for behaviour and expect an immediate improvement from the pupil
- if behaviours of concern continue, a warning will be given to the pupil
- if behaviours of concern continue, the lead member of staff will contact the parent or carer to share their concerns; ask the parent or carer to talk to the child by phone; make the parent or carer aware that they may need to make arrangements for collecting the child if behaviour does not improve.
- if behaviours of concern continue, the lead member of staff will contact the parent or carer to collect their child from the site within a reasonable time limit (i.e. no longer than 3 hours from the time of the phone call)

- the school's Behaviour Policy is followed by staff on a trip in the same way as in school. Serious breaches of the Behaviour Policy may lead to an exclusion. The decision to exclude a child is made by the Head Teacher.

12. Child on Child Abuse

In line with guidance set out on KCSIE 2025, Bishops Down Primary and Nursery school recognises that Child on Child abuse could happen in our setting. Child on Child abuse can include:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse
- sexual violence, include an online element which facilitates, threatens and/or encourages sexual violence
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and or videos
- 'Upskirting' which involves taking a picture under someone's clothing without them knowing;
- initiation/hazing type violence and rituals.

School leaders follow advice provided by the UK Council for Internet Safety, Sharing nudes and semi-nudes: advice for education settings working with children and young people (Responding to incidents and safeguarding children and young people) Feb 2024

[Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK](#)

All staff receive training on identifying and dealing with Child-on-Child abuse in our setting. All staff know to be alert to these issues and understand the need to follow the school's safeguarding procedures should Child on Child abuse seem to have happened. All reports of Child on Child abuse are taken seriously, acted upon using the sanctions system and recorded on CPOMs.

For further information on the above, please see our Child Protection Policy, Anti-bullying policy, Acceptable Use Policy (AUP) Mobile and Smart Technology and Social Media Policy and Image Use Policy, which are all available on our school website: www.bishops-down.kent.sch.uk

13. Banned Items

Bishops Down Primary and Nursery school considers that the following items could pose a safety risk to staff and pupils and are therefore unauthorised at, and on the way to and from school and when wearing school uniform:

- knives or weapons
- alcohol
- illegal drugs
- stolen items

- tobacco and cigarette papers
- Fireworks
- Chemicals such as acids (nail varnish remover or bleach for example) and aerosols
- Pornographic or other graphically offensive images, including racist or homophobic materials
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Should any such item be brought into school it will be confiscated by the Head teacher and kept securely in her office until it can be returned to the child's parent. Where there is a safeguarding or criminal concern the police or social services will be notified accordingly, alongside the child's parents. Appropriate sanctions as described above will be applied.

Where a member of staff suspects a child is concealing a banned item, in line with DfE searching, screening and confiscation guidance (July 2022), a member of SLT may search for it and remove it from the child's possession. The search should be carried out with the child's understanding and cooperation. Only under extreme circumstances which pose a real and imminent safety risk should reasonable force be used when conducting a search. A search should be carried out only in the Head teacher's office with an appropriate witness present and if safe to do so. The search and confiscation should be recorded on CPOMs and parents notified.

School leaders will follow the guidance on Searching, Screening and Confiscation provided by the Department for Education: [Searching, screening and confiscation in schools - GOV.UK](#)

In addition, our Mobile and Smart Technology Policy 2025 outlines the processes for inappropriate use of mobile phones in school. (See section 6.1 of the policy) The measures include, but are not limited to:

- *The headteacher or a member of staff authorised by the headteacher can carry out a search and examine any data or files on an electronic device confiscated as a result of a search, if there is good reason to do so. This would be where they have reasonable grounds for suspecting the device or content on the device poses a risk to staff and/or pupils, is prohibited, or identified in the school's behaviour policy for which a search can be made or is evidence in relation to an offence. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.*
- *Staff will respond in line with our child protection policy and follow the most appropriate safeguarding response if they find images, data or files on a pupil's electronic device that they reasonably suspect are likely to put a person at risk.*

[Mobile and Smart Technology Policy 2025](#)

14. Addressing behaviour outside the school premises

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. This includes non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported

to the school by a member of the public. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

Sanctions for behaviour outside of school should always be agreed by the Headteacher and only after careful investigation to ensure an accurate account of events has been gathered. Sanctions in this situation are likely to be administered with the engagement of parents. As with in-school sanctions, any sanction applied in these circumstances should teach children about the consequences of their actions and fit the indiscretion.

Where criminal behaviour is suspected, the Headteacher will consider whether it is appropriate to inform the police and/or social services. It is likely that a consultation with the Local Authority will support with this decision. The school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented, and schools should make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, we will ensure any further action does not interfere with any police action taken. However, we retain the discretion to continue investigations and enforce our own sanctions so long as it does not conflict with police action.

15. Policy Review

The policy will be reviewed in line with the school's yearly review cycle. However, the governors may review the policy earlier if the governing body receives recommendations on how the policy might be improved. This could be for varying reasons, e.g. government directive, review of school behaviour or stakeholder feedback.

This policy should be read in conjunction with the following policies:

- Child Protection Policy - Sept 2025
- Anti-Bullying Policy – 2024-26
- Complaints Policy – 2025
- Home School Agreement - 2025
- Equality Policy 2024
- Forest School Policy 2025
- SEND Policy 2025

APPENDIX 1 – ASPIRE Values

We have a set of values encapsulated by the acronym ASPIRE, (Achievement, Self-belief, Perseverance, Independence, Respect and Equity and Equality) that helps to guide us to work together safely and happily, to ensure we are successful school.

Achievement	<i>Achievement in personal goals and academic attainment</i>
Self-Belief	<i>Self-belief, to be confident in different situations.</i>
Perseverance	<i>Perseverance, to be resilient in times of change.</i>
Independence	<i>Independence, to be a life- long learner.</i>
Respect	<i>Respect for each other and the world around them.</i>
Equity and Equality	<i>Equity and Equality for all</i>

APPENDIX 2 - Rights and Responsibilities

Staff Rights <i>I have a right to....</i>	Staff Responsibilities <i>I have a responsibility to...</i>
<ul style="list-style-type: none"> ➤ Feel valued as a person and a professional ➤ Teach without disruption ➤ Be shown courtesy and consideration by all in the school community ➤ Work in a safe and supportive community ➤ Have the opportunity for professional development ➤ Have my property respected, including that belonging to the school ➤ To be listened to and to be supported by all colleagues ➤ To be made fully aware of the school's system/ policies/ expectations ➤ To receive appropriate training to increase skills in teaching and behaviour management 	<ul style="list-style-type: none"> ➤ Treat all in the community – whether pupils, staff or parents /carers – with care, courtesy and respect ➤ Ensure a professional approach to my work and take responsibility for my own professional development ➤ Teachers to provide quality teaching and an appropriate curriculum ➤ Promote a safe and supportive learning environment for others ➤ To listen to others ➤ To give opinions in a constructive manner ➤ To model courteous behaviour ➤ Teachers to keep parents/ carers informed about the curriculum and the progress of pupils and encourage parental involvement ➤ Be actively involved in whole school planning and policy making ➤ Respect the property of others and promote a clean, tidy and orderly environment ➤ To try, use and evaluate new approaches used in school ➤ Follow school polices and up-hold the ethos of the school

Pupil Rights <i>I have the right to...</i>	Pupil Responsibilities <i>I have a responsibility to...</i>
<ul style="list-style-type: none"> ➤ Feel safe and happy ➤ Learn without disruption ➤ Be treated with respect ➤ Be listened to ➤ Have my concerns listened to ➤ Be taught so that I reach my full potential ➤ Be given information so that I can understand how to learn ➤ Be given information so that I understand what my targets are in order to progress further 	<ul style="list-style-type: none"> ➤ To be polite, helpful and respectful to all pupils and adults ➤ To behave in a way that keeps others and myself safe ➤ To inform a member of staff of any problems ➤ To be willing to learn ➤ To allow others to learn ➤ To attend school on time ➤ To own mistakes and learn from them ➤ To give opinions in a constructive manner ➤ To work to the best of my ability in school and with my homework ➤ Wear the school uniform and appropriate footwear everyday ➤ Resolve disputes positively by talking them through and considering all points of view ➤ Be aware of my emotions and actions and take responsibility for these ➤ To uphold the School Golden Rules

Parent/Carer Rights <i>I have a right to....</i>	Responsibilities <i>I have a responsibility to....</i>
<ul style="list-style-type: none"> ➤ Receive regular communication about school life and events from school ➤ Have my child learn to his / her potential ➤ To be kept informed about their child's progress ➤ To have access to information on the school's procedures for positive behaviour ➤ To be treated with respect and have my opinions listened to ➤ Expect that my child works in a clean and orderly environment 	<ul style="list-style-type: none"> ➤ To treat all members of the school community with respect ➤ Support the education of my child, particularly by listening to my child read on a regular basis ➤ To ensure my child attends school regularly and punctually ➤ Support the school in relation to decisions made and promote the policies and the rules of the school to my child ➤ Ensure that my child is appropriately dressed and prepared for school ➤ To approach staff for help or with a concern in an appropriate manner. ➤ To address my child's actions, especially where it could lead to conflict or aggressive or unsafe behaviour. ➤ Initially contact the class teacher if they feel their child's behaviour, in or out of school, is impacting on the child's emotional well-being ➤ To support the School's Values

Appendix 3: Examples of Pupil Behaviour and a Guide to the Consequences

	Examples of Behaviour	Possible Consequence
Level 1	<p><u>Preventing learning</u></p> <ul style="list-style-type: none"> • Using loud voices that disturb others • Initiating arguments in class • Calling out, disrupting teaching and learning • Not completing sufficient work in lessons • Talking in assembly • Demonstrating behaviour that prevents work in class being completed to the expected standard • Not completing homework to the expected standard <p><u>Abusive behaviour</u></p> <ul style="list-style-type: none"> • Making gestures that are unkind to others • Saying unkind things about others • Invading others' personal space, touching and pushing others in an unkind manner <p><u>Dangerous behaviour</u></p> <ul style="list-style-type: none"> • Running inside school • Deliberately sitting incorrectly on a chair • Using classroom equipment inappropriately 	<p><i>Usually dealt with by an adult on the spot</i></p> <p>In class:</p> <ul style="list-style-type: none"> - Verbal reprimand - Non-verbal signals (e.g. eye contact, pointing) - Timeout within class - Moving to another table/ area - Given individual time to discuss the problem - Written or verbal apology - May result in immediate loss of activity e.g. 5 minutes of lost playtime - Incident recorded in Behaviour Log - Reminder of the School Rules <p>Note: Often praising good behaviour (e.g. 'Thank you to all of you who are walking along the corridor sensibly.') has a positive effect on those not behaving as they should be</p>
Level 2	<p>Persistent level 1 behaviour, or:</p> <p><u>Preventing learning</u></p> <ul style="list-style-type: none"> • Ignoring and refusing to follow instructions • Refusing to be quiet • Spoiling or taking another's work • Deliberately distracting others <p><u>Abusive behaviour</u></p> <ul style="list-style-type: none"> • Swearing at another person • Cruel taunting • Defying adults who work in school • Deliberately poking, pushing that does not leave a mark on another • Spoiling or taking another's property <p><u>Dangerous behaviour</u></p> <ul style="list-style-type: none"> • Throwing an object • Loss of self-control, temper tantrum • Unsafe use of apparatus • Breaking branches from trees on the field 	<p><i>Usually dealt with by an adult either on the spot and /or by an informal discussion with SLT and parents</i></p> <p>All previous measures and <u>in addition</u>:</p> <p>In class:</p> <ul style="list-style-type: none"> - Complete Yellow Slip and Behaviour Log - Change of seating or working in another classroom - Loss of playtime for 1 to 3 days - Pupil misses a privilege, e.g. golden time - Letter of apology to the offended - Register half-termly and speak to persistent offenders - Reminder of the School Rules <p>In school:</p> <ul style="list-style-type: none"> - Incident may be logged in Incident Log - Informal discussion with parent - Informal discussion with SLT / HT -
Level 3	Persistent level 2 behaviour, or:	<i>Usually dealt with in an informal way</i>

	<p><u>Preventing learning</u></p> <ul style="list-style-type: none"> • Persistent display of level 2 behaviour • Deliberately damaging school's or pupil's property <p><u>Abusive behaviour</u></p> <ul style="list-style-type: none"> • Persistent display of level 2 behaviour • Highly offensive remarks to adults or pupils • Deliberately hitting or kicking that leaves a mark on another child (this may be escalated to level 3) <p><u>Dangerous behaviour</u></p> <ul style="list-style-type: none"> • Persistent display of level 2 behaviour • Reckless behaviour • Leaving a lesson without permission (after arrangements for movement breaks have been agreed) that results in a staff member following a child 	<p>All previous measures and <u>in addition</u>:</p> <p>In class:</p> <ul style="list-style-type: none"> - Complete Yellow sheet - A letter of apology to the offended - Reminder of School Rules <p>In school:</p> <ul style="list-style-type: none"> - Sent to a member of the SLT - Loss of playtimes /lunchtimes / football or lunch games - Internal exclusion - Head Teacher informed - Behaviour Log to be completed <p>School to parents:</p> <ul style="list-style-type: none"> - Telephone call to inform parents/carers by class teacher - Formal letter sent to parents. - A meeting requested with parents to discuss behaviour. <p>Formal recording:</p> <ul style="list-style-type: none"> - Incident details recorded on CPOMs.
<p>Level 4</p>	<p>Persistent level 3 behaviour, or:</p> <p><u>Preventing learning</u></p> <ul style="list-style-type: none"> • Inciting others to disruptive behaviour • Shouting down others, including adults • Fighting <p><u>Abusive behaviour</u></p> <ul style="list-style-type: none"> • Bullying and inciting others to bully • Physical aggression towards an adult • Stealing • Acts of racism <p><u>Dangerous behaviour</u></p> <ul style="list-style-type: none"> • Loss of control that requires restraint by an adult • Reckless behaviour that has the potential to injure another child or adult • Trying to leave school without permission 	<p><i>Usually dealt with in a formal way</i></p> <p>All previous measures and <u>in addition</u>:</p> <p>In school:</p> <ul style="list-style-type: none"> - Complete Yellow Sheet - Sent to the Headteacher - All incidents logged - Whole staff to be informed of situation - Review arrangements for school trips / visits - A formal arrangement of time out of class, with Headteacher or Deputy Headteacher <p>School to parents:</p> <ul style="list-style-type: none"> - Regular meetings arranged between school and parents - Pupil sent home for remainder of the day <p>Formal recording:</p> <ul style="list-style-type: none"> - Fixed term suspension from school - EP involvement advice requested by school - Education Support involvement requested by school - Integration advice requested by school

<p>Level 5</p>	<p>Persistent level 4 behaviour, or:</p> <p><u>Preventing learning</u></p> <ul style="list-style-type: none"> • Log of classroom incidents shows an unacceptable loss of teaching time • Seriously harming the educational welfare of the pupil or other pupils in the school <p><u>Abusive behaviour</u></p> <ul style="list-style-type: none"> • Abusive sexual behaviour • Physically assaulting an adult <p><u>Dangerous behaviour</u></p> <ul style="list-style-type: none"> • Physical abuse to any adult • Hurting another child necessitating medical attention • Causing severe damage to property • Reckless behaviour that causes injury • Any behaviour that puts the pupil or other pupils in danger (including repeated refusal to comply with school rules/instructions) • Leaving school without permission <p><i>This is a guide rather than an exhaustive list of actions deemed to be considered at Level 5. Staff may record similar behaviour not listed specifically at this level.</i></p>	<p><i>Usually very serious incidents or where the parents / carers of the pupil do not support the school's Positive Behaviour Policy</i></p> <p>All previous measures and <u>in addition</u>:</p> <p>In school and with Parents:</p> <ul style="list-style-type: none"> - Continual monitoring involving all concerned including parents / carers - Part-time school timetable considered - Regular meetings offered/ arranged by school with parents <p>Formal recording:</p> <ul style="list-style-type: none"> - Further involvement from external agencies requested by school <p>Governors and Headteachers</p> <ul style="list-style-type: none"> - Governors will be informed of incidents and may result in a requirement for a Governor disciplinary sub-committee to be convened - The Headteacher can decide to temporarily (suspension) or permanently exclude a child from school.
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APPENDIX 4 - Strategies for encouraging positive behaviour and de-escalation

- Be pro-active with behavioural issues- understand the children and the factors which could cause unwanted behaviour. Be empathetic
- Find opportunities to praise – remind children of success
- Use positive phrasing by saying thank you and give clear instructions
- Take ‘do not’ out of your vocabulary
- Teach behaviour: relationships, role modelling, consistency, scripts and routines, positive phrasing, planning, reward and reinforcement, comfort and forgiveness
- Build connections, be positive, caring and trustworthy
- Do not raise a child’s anxiety. Think about situations that could heighten this such as immediate questioning – children may need time to calm down before discussion
- Complete anxiety mapping for any children with consistently negative behaviour
- When giving limited choice, offer equal value choices
- Use de-escalation script
- Give a child time to calm down after a crisis
- If a child apologises by saying sorry, explore what it means so that it is not a token gesture
- In a difficult situation:
 - Positive Phrasing – Come sit next to me for a story
 - Limited choice – Would you like to sit on the chair or the beanbag?
 - Disempowering the behaviour – You can listen to the story from there
 - Consequence – We will check you understand the story before going out for break
- Ensure that all adults deal with particular behaviour issues and children consistently. An individual management plan should be made for certain children

Restorative Practice: questions to ask ...



- **What happened?**
- **Who was involved?**
- **How were you feeling?**
- **How do you think the other person/people feel now?**
- **What do you need to do to put it right?**
- **Do you feel that it has been resolved fully?**

APPENDIX 5 – Thinking sheets

Name: _____ Date: _____ Time: _____ Staff Member: _____

Thinking Sheet

What happened? 



Who was affected? 



What needs to be done to make things right? 

APPENDIX 6 – Behaviour log for class

Child's Name:				
No.	Date	Time	Brief description	Staff member
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

APPENDIX 7 – Yellow Slip

Bishops-Down Primary School and Nursery
Yellow Slips

Pupil Name:	Class:	Staff Member:
Date:	Time:	Location:
Was the incident witnessed by an adult: YES NO (circle as appropriate)		

1. Pupil to record what has happened and their involvement in the incident:

2. Adult description of the incident:

3. Actions Taken (in accordance with Appendix 3 of the Behaviour Policy):

Member of staff completing form..... Teacher Name

SLT informed: Yes/No Name..... Date..... Position.....

ANNEX. 1. Roots and Fruits

Analysis tool to explore behaviours, feelings and experiences

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous Behaviours

Pro- social behaviours

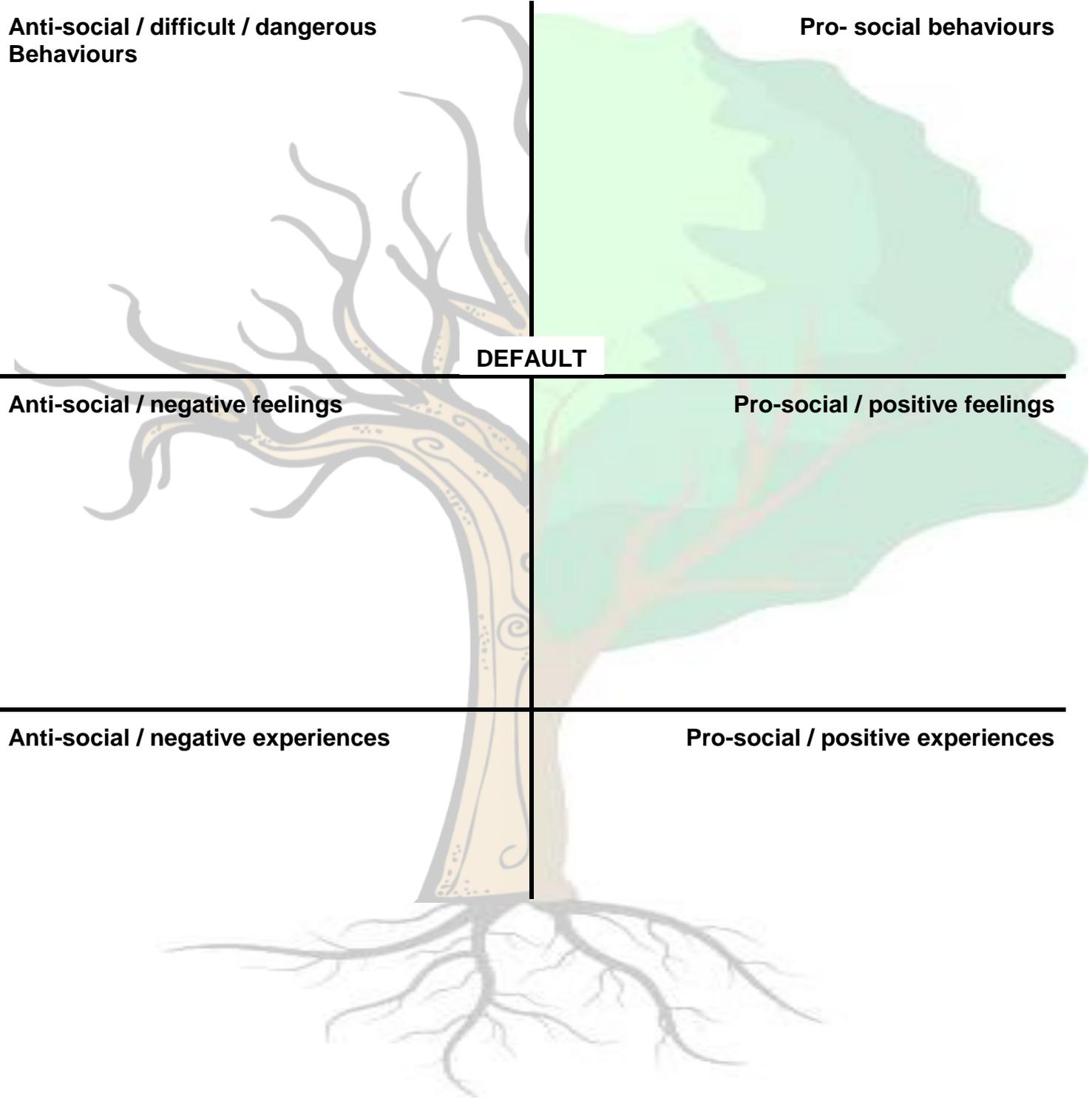
DEFAULT

Anti-social / negative feelings

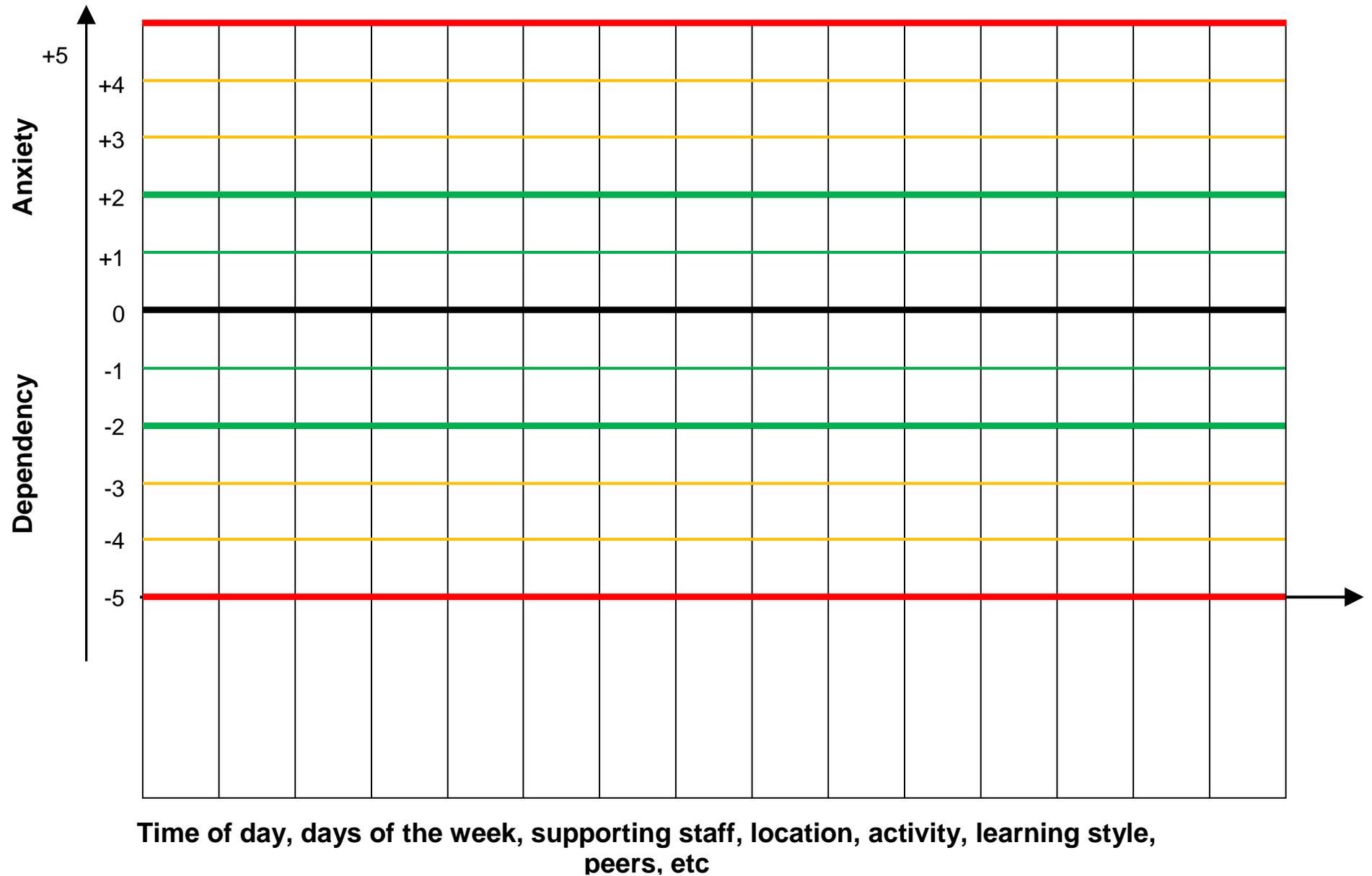
Pro-social / positive feelings

Anti-social / negative experiences

Pro-social / positive experiences



Anxiety Mapping



Anxiety Mapping Analysis and Evidence of Differentiation

	Score	Staff/Location/Activity/Peer/Time Predict it	Evidence of action Prevent it
Raised Anxiety	+2 - +5	These items overwhelm the pupil • • • • •	Planned Differentiation required to reduce anxiety • • • • •
	+2	These items run the risk of overwhelming the pupil • • •	Monitoring needed • • •
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant • • •	Monitoring needed • • •
	-2 - -5	These areas have developed an over reliance • • •	Differentiation needed to reduce this over reliance • • •

ANNEX 3 Risk reduction plan

For assessing and managing foreseeable risks for child or young persons who are likely to need Restrictive Intervention

Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced	Conscious Sub-conscious	Seriousness Of Harm A	Probability Of Harm B	Severity Risk Score
	O/E	C/S	1/2/3/4	1/2/3/4	A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Other harm					

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

Risks which score 6 or more (probability x seriousness) should have strategies listed on next page

Individual Risk Reduction Plan

Name	DOB	Date	Review Date
------	-----	------	-------------

Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....

