Buckingham Park
Church of England Primary School
Excellence, through God who strengthens us

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School Policy Document

Behaviour Policy

Date Adopted by Full Governing board:	24/06/2026
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1. AIMS AND EXPECTATIONS

1.1. At Buckingham Park Church of England Primary School it is important that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, built on a clear Christian foundation and rooted in Christian values. We aim to provide the highest quality all round education, for each and every child, in partnership with parents, within the context of a Christian community. In short, 'Excellence, through God who strengthens us'.

1.2. Buckingham Park Church of England Primary School is committed to creating a school community where exemplary behaviour is at the heart of productive learning. Everyone, staff, children and parents alike, are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour, and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline.

1.3. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.4. The school has a behaviour code which is based on Jesus' Sermon on the Mount. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.5. The school expects every member of the school community to behave in a considerate way towards others.

1.6. We treat all children fairly and apply this behaviour policy in a consistent way.

1.7. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.8. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

1.9. The school does not tolerate bullying of any kind and has a separate Anti-Bullying Policy.

1.10. Our Behaviour policy is underpinned by the principles of the STEPS training that our staff all receive. This focusses on the importance of relationships, consistency, positivity and restoration as well as ensuring equity, rather than equality for our children.

2. BEHAVIOUR CODE

2.1. Our Behaviour Code is at the heart of our expectations of behaviour and our strategies for promoting positive behaviour. They are not a set of 'rules' but a set of values based on Jesus' Sermon on the mount. Our behaviour policy and approaches to promoting positive behaviour are underpinned by the code.

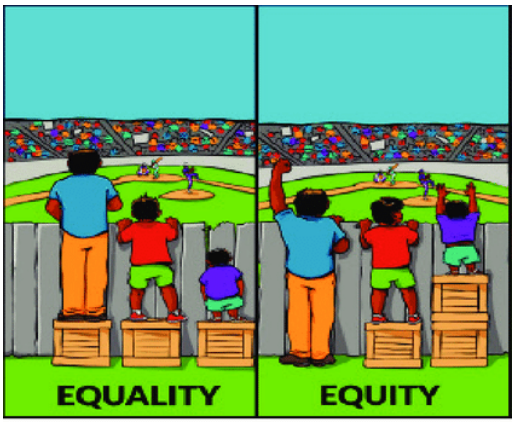
We are kind, helpful and polite
We do our best
We are honest
We share
We are peacemakers
We forgive others
We take care of everything, and everyone

2.2. The code is displayed on every classroom and corridor wall, and in Parents' Guides. In addition, each new member of staff receives a copy of the code to keep.

2.3. Each class teacher discusses the Code with their class at the beginning of each year and at appropriate times throughout the year. The code is reinforced through worship times and through regular class-based Circle Times.

2.4. It is the responsibility of the whole school community to create a safe, orderly and calm environment conducive to successful teaching and learning. The curriculum must be relevant, planned and appropriately delivered to cater for all children's needs in order for them to be well motivated and successful. We should all promote a good role model in order to encourage children to develop self-esteem and self-discipline and to realise their full potential.

2.5. We believe in fairness and an approach that celebrates difference. Fairness at Buckingham Park does not mean everyone getting the same thing, but everyone getting what they need to be successful. This is best demonstrated by the difference between Equity and Equality as outlined below:



2.6. We believe that behaviour expectations begin the second children enter our school site and until the children are safely home at the end of the day. Therefore staff play an active role in ensuring behaviour across the school and at all times of the day are monitored and interventions are used where necessary. It is particularly important to be consistent in this: ensuring that all staff expect movement through the school to be safe and calm, that doors are held open for one another and greetings are reciprocated amongst other 'basic' expectations.

2.7. This policy is designed to support the needs of the most children possible, for the highest amount of time. We understand that for a variety of circumstances, some children's behaviour may not be able to reach the expectations of this policy all of the time. Whree this is the case, children will have a tailored and indivudalised Behaviour Support Plan in place which allows staff to develop consistency in finding meaningful approached to support behaviour. An example of a BSP can be found in the appedicies at the end of this document.

3. EXPECTATIONS OF ADULTS

3.1. Behaviour expectations of children begin with the behaviours of the adults managing them in school.

3.2. Expectations of Every Adult

3.2.1 We expect **every adult** to:

- Meet and greet at the door.
- Refer to our school values at every opportunity
- Be positive and give first attneiton to the best conduct
- Be 'relentlessly bothered'
- Teach children positive behaviour choices rather than 'expect' them.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all children.
- Use a visible recognition mechanism throughout every lesson (eg. recognition boards).
- Be calm and give 'take up time' when going through the steps.
- Use positive de-escalation and prevention strategies before sanctions.
- Follow up every time, retain ownership, and engage in reflective dialogue with children.
- Never ignore or walk past children who are not meeting our behaviour expectations (unless specifically planned for).
- Be a presence and a role model at all times within the school building

3.3. Expectation of Middle leaders

3.3.1. Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

3.3.2. Middle leaders will:

- Meet and greet children at the beginning of the day.
- Be a visible presence around school to encourage appropriate conduct.
- Support staff in returning children to learning by sitting in on reparation meetings and supporting staff in conversations where necessary.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of recognition Boards, positive notes, positive messages and positive phone calls.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.
- Make sure that the 'buck stops here'.

3.4. **Expectations of Senior Leaders**

3.4.1. Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

3.4.2. Senior leaders will:

- Take time to welcome children at the start of the day.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and children whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support middle leaders in managing children with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for children who fall beyond the range of written policies.

3.5. Expectations of Parents and Carers:

3.5.1. Parents and Carers should, where possible:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions, supporting consequences)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

4. PROMOTING POSITIVE BEHAVIOUR – REWARDING POSITIVE BEHAVIOUR CHOICES

4.1 We recognise and reward children who go 'over and above' our standards.

4.2 Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

4.3 The use of praise is the key to in developing a positive atmosphere in the classroom. It supports the development of positive relationships, including with those children who are hardest to reach.

4.4 Staff are reminded at regular intervals via training to ensure they are using positive, helpful and healthy language choices with children and not slipping into habitual choices. Our language is the primary tool at our disposal and conscious choices about the use of our words can have a profound impact.

4.5 We use verbal language which is positively phrased, using limited choice and that aims to disempower behaviour.

4.6 We are mindful that the 'way' in which we say words can be as powerful as the words themselves. See the separate section on body language below

4.7 The following rewards are used school-wide:

- Verbal praise – ongoing and daily
- Visible rewards – stickers, stamps and charts.
- 'Over and Above awards.' These are given to one child each term in each year group who have demonstrated an unwavering attitude to behaviour around the school.
- Termly postcards – sent directly to the child at their home address. This happens for two children from each class, each term.
- Recognition boards – to be set up in classrooms.
- Positive notes, positive messages and positive phone calls
- 'Hot Chocolate Fridays!'
- Individual and house point awards – see below

4.8 Housepoints

4.8.1 All children at Buckingham Park are assigned to one of three houses. These are used to generate a sense of community within the school. Children can see that their individual rewards are part of a larger team 'whole'.

4.8.2 We use three houses as this represents the three community parts of our school
1. A learning community,
2. A Christian community,
3. A local community;

And also links to the idea of trinity: A god who is three parts in one.

4.8.3 Our houses are Ruby, Sapphire and Emerald – the same three colours which make up our school logo.

4.8.4 Each child has a Housepoint card in their classroom. Each time they are awarded a housepoint by a member of staff, they are explicitly told which of the school values it links to: e.g. 'Thank you for picking up that rubbish on the playground, that was very kind and is taking care of our property. Have a housepoint'

4.8.5 Each week, children from Year 6 will collect housepoint totals to be shared with the whole school in worship time. The winning house for that week will be awarded the housepoint trophy for that week.

4.8.6 At times during the year, there will be rewards for the highest performing house.

4.8.7 Housepoints are also used as an individual reward. Each housepoint card is made of 50 housepoints. Once a child completes this card, they are sent to a member of SLT to have the card 'signed off' and given a linked reward

Bronze	0 – 50 Housepoints	Signed Certificate to take home
Silver	51 – 100 Housepoints	Signed Certificate to take home
Gold	101 – 150 Housepoints	Signed Certificate to take home
Platinum	151 – 200 Housepoints	Certificate and Buckingham Park Pencil
Diamond	201 – 250 Housepoints	Certificate and other reward – to be discussed with children.

5. MANAGING BEHAVIOUR

5.1. We are a diverse, and ever diversifying school. Tolerance, diversity, different and inclusivity are celebrated. We are aware that between families, cultures and background, behaviour expectations on our children upon arrival in our school will be varied. We also, due to a high level of children with additional needs, must consider and factor these needs in.

5.2. Our staff need to be aware of the conscious or sub-conscious reasons behind behaviours as this will determine the required response.

5.3. Conscious behaviours pose questions for staff such as:

- What boundaries can I set?
- What limited choice can I give?
- What is the consistent plan?
- What could be the learning consequence?

5.4. Sub-conscious behaviours pose questions such as:

- What scripts do I have in place?
- How can I teach a coping strategy?
- How can I reduce anxiety?

5.5. Ultimately, when we see challenging behaviour the aim is to remove the triggers that have caused this behaviour, or teach an alternative and more positive behaviour.

5.6. Our Primary aim is to engage children with their learning activities in school. For the vast majority of out learners, a gentle reminder of our expectations is all that is needed.

5.7. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, this should be considered the exception.

5.8. We will always seek to praise all behaviour that we want to see. We aim not to give attention to poor behaviour and therefore not rewarding the attention seeking behaviours

5.9. All children are treated as individuals, taking into account what we as professionals know works for them due to their unique circumstances.

5.10. It is impossible to move through any steps of the policy without allowing children appropriate 'take up time'. The length of this is not set – it is again unique to the individual circumstance and child.

6. PRACTICAL STEPS IN MANAGING POOR BEHAVIOUR

6.1. Postive behaviour management starts with good behavioural analysis. This means examining the behaviours we are presented with methodically, in order to understand, explain or interpret it. This is very different from moralising the beahvour, or commenting on an issue of right and wrong, typically with an unfounded air of superiority

6.2. Our Staff training provides a number of opportunities for staff to analyse the behaviour of the children in their classes in order to best manage this.

6.3. We have adopted a range of responses for dealing with inappropriate behaviour which we have categorised according to the nature of the intervention. Each 'step' is designed to give children the opportunity to rethink their behaviour and make positive choices, in line with our school values

6.4. These steps of intervention are applied flexibly to take into account the needs and behaviours of each child. For some children, for example, a quiet word at playtime will be more appropriate than addressing the behaviour 'in the moment'. The expectation of good behaviour choices remains; the approach taken at each 'step' may differ.

6.5. Throughout our approach to responding to poor behaviour choices, our aim is to 'de-escalate'; always giving children time and space to make good choices in a calm and considered manner. For this reason, we will avoid 'confrontation' wherever possible.

6.6. We recommend a 'behaviour toolbox' approach where a range of methods and techniques are used to de-escalate, respond to poor behaviour choices, and secure positive behaviours.

6.7. The levels of intervention for managing the behaviour of children are:

Level 1	Step 1	Redirection	Gentle encouragement, a 'nudge' in the right direction, 'drive-bys', small act of kindness
	Step 2	Reminder	A reminder of the expectations and our values - delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
	Step 3	Caution	A clear verbal caution, delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue, alongside a reminder of the expectations and our values.
	Step 4	Time out	Give the learner a chance to reflect away from others. This will be within the usual learning environment. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so, alongside a reminder of the expectations and our values
	Step 5	Internal Referral	At this point the learner will be referred internally to another room for the remainder of the lesson. This could be a parallel teacher or a member of staff in a different part of the school. The expectation of learning remains – the child should complete the current set activity.

	Step 6	Reparation	A restorative meeting should take place before the next lesson if possible. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support the reparation process. The staff member will reaffirm their commitment to building a trusting relationship. Staff members will take responsibility for leading reparation meetings and Middle Leaders will support when requested. These meetings are strucutured around the following questions: 1. What has happened? 2. What were you thinking at the time? 3. Who has been affected by the actions? 4. How have they been affected? 5. What needs to be done to make things right? 6. How can we do things differently in the future? For some children, particularly our younger children, these questions may be too much. Instead, we would choose those most pertinent (often, numbers 1, 3 and 5).
	Step 7	Formal Meeting	For children for whom it is necessary, a meeting with the teacher, child and middle/senior leader, recorded with agreed targets that will be monitored over the course of two weeks. This will be decided by members of SLT based on the repeated nature of certain behaviours.

All of these are undertaken by the class teacher and are part of the high quality first teaching we expect from all staff.

6.6 Certain children may require a higher level of intervention or the support of more senior members of staff

Level 2	Involvement of Phase Leader (or, in their absence, another middle leader)	If poor behaviour becomes persistent, or if the misdemeanour is judged immediately serious enough to warrant it, then the class teacher will ask for the involvement of the phase leader. This may be 'in the moment', or at another time (such as play time or lunchtime). It is better for the child to speak to the Phase Leader at a mutually agreed time. This must be logged by the class teacher on Behaviour Watch as soon as possible. A restorative, reparation meeting should take place between the child and member of staff after a Level 2, just as at every level of behaviour.
Level 3	Involvement of headteacher / deputy headteacher / assistant headteacher	If Level 2 type behaviour persists, or if the misdemeanour is judged immediately serious enough to warrant it a child will be sent to the headteacher or deputy headteacher. This may be 'in the moment', or at another time (such as play time or lunchtime). It is better for the child to speak to the Headteacher / Deputy Headteacher/Assistant Headteacher at a mutually agreed time. A restorative, reparation meeting should take place between the child and member of staff after a Level 3, just as at every level of behaviour.

6.7 The headteacher / deputy headteacher will follow this up with the child and member of staff. Parents are always informed if their child reaches Level 3. This could be via a written letter, email or phone call and can be decided with individual families.

6.8 It is also worth noting that repeated lower level behaviours will accumulate to a higher level and this decision will be made with the professional judgement of the staff involved. i.e. repeated level two behaviour may escalate to sanctions under level three and so on.

6.9 All incidents at Level 2 and Level 3 are recorded on Behaviour Watch and reviewed on a weekly basis by the Headteacher / Deputy headteacher.

6.10 Level 2 or 3 consequences are linked to the behaviour and not the child. No child will be labelled at a behaviour level and any consequences will only last for as long as agreed by the school due to the nature of the behaviour. Children, following a level 2 or 3 beahviour, will start 'fresh' and there will be no lasting sanction or consequence. Please see 6.13. for further information about next steps for repeated negative behaviours.

6.11 Wherever possible, we observe the principle of 'public praise, private sanction'. We aim to de-escalate behavioural mistakes, and avoid confrontation. We do not use the terms 'Level 1', 'Level 2' or 'Level 3' with the children, preferring to speak to them quietly about their behaviour whilst making it clear our behavioural expectations and potential sanctions.

6.12 Reparation meeting are infrequently formal; they are more often over a jigsaw puzzle, whilst walking around the grounds or after reading a book or completing a task with a child. The adult behaviour is key during these meetings – they are restorative and relationship focused and not punitive.

6.13 If the interventions described above are unsuccessful for any child in securing behaviour which is conducive to learning for that child and others, the headteacher will support the class teacher to introduce strategies which are additional to those outlined above. These may include:

- A daily log book of behaviour
- Meeting with parents
- Formal written warnings
- Behaviour support plan
- Pastoral support plan
- Support from the behaviour support team
- Internal Exclusion from class
- Loss of external time outside – breaktimes and lunchtimes
- Fixed Term Exclusion
- Permanent Exclusion

6.14 An exclusion will always be considered appropriate in cases of violence, aggression or threatening behaviour towards an adult in school.

6.15 Where suitable, consequences involving loss of external privileges, e.g. break and lunch times, should have an educational consequence attached – time to consider alternative responses, practice more suitable behaviour or learn about the impact of their choices, rather than simply spending time inside.

7 DE-ESCALATION

7.1 All staff need to know how to promote pro-social behaviour and manage difficult or dangerous behaviour, and to have an understanding of what the behaviour of a child might be communicating.

All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies.

7.2. This is in line with the Step On training that all of our school staff have undertaken. Where new members of staff join the team, we will endeavour to include them in training that underpins this whole school approach as soon as practicable.

7.3 In line a de-escalation approach, staff follow a number of principles:

- Staff should always speak to children respectfully and calmly – reducing conflict and leading by example
- Staff should always help children to try to reduce conflict and to avoid escalating any situation
- The importance of using a calm stance and de-escalation script in a conflict situation
- 'Recovery time' should be given for the child to calm down after an incident, after which time there should be an opportunity for a restorative conversation.
- The importance of being proactive in managing children's behaviour i.e. trying to avoid situations which may cause conflict
- The importance of recording incidents and the harm caused by them

7.4 The following de-escalation script is a prepared script to be used when a child is trying to engage adults or others in conflict. The script all staff should use is:

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

7.5 It is important that all staff use the same script, although it can be in a different order. The de-escalation script should be used repeatedly, with no variation from it, until the child has been persuaded to leave the situation and calm down.

7.5 As a school, we use the zones of regulation to allow children to identify when they are becoming agitated or need support to help them maintain a positive attitude. This is very much orientated towards a de-escalation approach. Our behaviour support plans, used when there is a need to have a more strucutured approach for certain children, are clearly aligned with this approach.

8 BODY LANGUAGE AND TONE

8.1. The tone and volume of our voice and the body language we use will communicate far more than the actual words we say.

8.2. Our body language conveys subconscious messages about our engagement, enjoyment and frustration with a given task. Staff are expected to maintain positive or neutral body language when dealing with escalating behaviour. Eye rolling, leaning on furniture or looking frustrated at a situation only further perpetuates the negative feeling of a child and will not positively impact children's behaviour.

8.3 In order to ensure suitable body language and posture, staff are reminded of the following practices:

- Maintain a good distance from a child you are working with, unless positive physical contact is a planned support strategy.

- Adopt a soft, sideways stance and consider your relative height with the children you are dealing with.
- Ensure hands are relaxed – find something to hold or have hands behind your back to minimise aggressive gestures
- Ensure that stance within a room does not block open doors as this can appear intimidating.

8.4 Staff are mindful that distance is relative to the age/development and anxiety of the child

8.5 These approaches support de-escalation but also ensure safety and protection of staff in the event of physical behaviour.

9 CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITY (SEND)

9.1. For some children, often classified as having social, emotional, behavioural or mental health difficulties, the school will need to respond in a way that is additional to or different from other children in order to positively manage their behaviour.

9.2. For children with SEND, the school will always seek to make reasonable adjustments to ensure that their needs are met in school. Where necessary, the SENCO will work with outside agencies to ensure adequate support is in place for these children.

9.3. Children with SEND will be supported through individual plans, which may include one or more of the following:

- 'Assess, Plan, Do, Review' summary
- SEND Plan
- Behaviour Support Plan
- Pastoral Support Plan

10. WORKING WITH PARENTS

10.1. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

10.2. We explain the school behaviour code in information packs for new parents, and we expect parents to read these and support them.

10.3. We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

10.4. If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should speak to a member of the Senior Leadership Team.

11. SUSPENSIONS AND PERMANENT EXCLUSIONS

10.1 In some cases, for a serious breach of the school's code or for persistent disruptive behaviour, the school will consider a suspension or permanent exclusion. Alternatives to exclusion will always be considered firstly and these decisions will only be made as a last resort to maintain suitable order or safety of children in school.

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

10.3 If the headteacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing board. The school informs the parents how to make any such appeal.

10.4 The headteacher informs the Local Authority and the governing board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

10.5 The governing board itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

10.6 The governing board has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the governors.

10.7 When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated.

10.8 If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

10.9 Parents have a legal responsibility, under Section 103 of the Education and Inspections Act 2006, to ensure that their child is not present in a public place without reasonable justification during the first five days of each and every fixed term or permanent exclusion. This requirement applies whether or not the pupil is in the company of the parent. A failure to comply with this requirement is an offence. Parents can be prosecuted, or may be given a fixed penalty notice if they fail to do this. The pupil may also be removed from the public place by the police and taken to designated premises.

11. PHYSICAL INTERVENTION AND REASONABLE FORCE

11.1 There are occasions when physical contact with a pupil is lawful, proper and necessary, for example to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classrooms.

11.2 The school has a separate policy on the use of physical intervention and reasonable force.

12. SEARCH FOR, AND CONFISCATION OF, INAPPROPRIATE ITEMS

12.1 A member of staff may confiscate, retain or dispose of a pupil's property. The member of staff has no liability for damage to, or loss of, any confiscated items.No member of staff will search a child without the headteacher giving consent for this to happen.

12.2 Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in Section 12.3 or any other item that the school rules2 identify as an item which may be searched for.

12.3 A member of staff has the power to search, without consent, for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Stolen items
- Fireworks
- Pornographic images
- Illegal drugs
- Tobacco or vaping equipment
- Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

12.4 Confiscated items will be returned to the child's parent unless the headteacher deems it necessary to refer the item to an external agency, such as the police.

12.5 If there is a need to search a child, Buckingham Park school will consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

12.6 School staff may wish to consider using CCTV footage to decide whether to conduct a search for an item.

12.7 Any searches will take place in an appropriate location and supervised by at least two members of staff of the same sex as the person being searched.

12.8 A member of staff may search a pupil's outer clothing, pockets, possessions,desks or lockers.

12.9 The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

12.10 'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

12.11 Buckingham Park are keen to build and maintain positive relationships with parents. Parents will always be informed of any search for a prohibited item listed in this policy that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions

applied.

13. MONITORING

13.1 The headteacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

13.2 The school keeps a variety of records of incidents of misbehaviour. The class teacher records those children who have had been responded to at Levels 2 or 3.

13.3 The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

13.4 It is the responsibility of the governing board to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

14. LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

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

Behaviour and discipline in schools: advice for headteachers and school staff, 2016
Behaviour in schools: advice for headteachers and school staff 2022
Searching, screening and confiscation at school 2018
Searching, screening and confiscation: advice for schools 2022
The Equality Act 2010
Keeping Children Safe in Education
Exclusion from maintained schools, academies and pupil referral units in England 2017
Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
Use of reasonable force in schools
Supporting pupils with medical conditions at school
It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:
Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
DfE guidance explaining that maintained schools must publish their behaviour policy online

Buckingham Park Primary School

BEHAVIOUR BLUEPRINT

ADULT BEHAVIOUR

- Meet and greet with a smile
- Calm, consistent and fair
- Give first attention to best conduct
- Relentlessly bothered
- Recognise over and above
- Relationship focussed

CHRISTIAN VALUES

We are kind, helpful and polite
We do our best
We are honest
We share
We are peacemakers
We forgive others
We take care of everything and everyone

REWARDS

- Regular and routine positive affirmation
- Housepoints
- 'Over and Above' awards
- Certificates and postcards
- Notes, messages and phone calls home
- Recognition board
- 'Hot chocolate Fridays'

STEPPED SANCTIONS

1. Redirection
2. Reminder
3. Caution
4. Time out
5. Internal Referral
6. Reparation
7. Formal Meeting

Numerous 'drive bys', redirections and reminders to have taken place before moving to a caution. Further sanctions may be necessary for some children.

DE-ESCALATION SCRIPT

Child's name
I can see something has happened.
I'm here to help.
Talk and I'll listen.
Come with me and …..

RESTORATIVE QUESTIONS

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

RELENTLESS ROUTINES

Thank you	Always on time	Kind and consistent

Buckingham Park Primary School

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Child's name

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Come with me and …..

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Buckingham Park
Church of England Primary School

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INDIVIDUAL BEHAVIOUR SUPPORT PLAN

Name: _____ Class: _____ Teacher: _____

Date of Birth: _____ Plan start date: _____ Plan Review Date: _____

Green		**Amber**	
Behaviour – How do we know that child is calm and relaxed?	Support Strategies – What can we do to keep child in the Green zone?	Behaviour – How do we know that child is becoming anxious or aroused?	Support Strategies – What can we do to prevent further escalation?
Red		**Purple**	
Behaviour – What child does, says and looks like when he/she is challenging.	Support Strategies – What can we do to manage the situation and prevent distress, injury or damage?	Behaviour – What child does, says and looks like when he is becoming calmer.	Support Strategies – What can we do to support child to become calm again?

Communication with Parents/Carers	**Consequences**	
How we will communicate with parents/carers	**Agreed Rewards**	**Agreed Sanctions**

SENDCo: _____ **Date:** _____ **Classteacher:** _____ **Date:** _____

Parent/Carer: _____ **Date:** _____ **Child:** _____ **Date** _____