Marksbury Church of England Primary School

Behaviour Policy

Review Due:	**July 2027**
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Applicable to:	All staff, parents and pupils
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1. Aims

The Partnership Trust's (TPT) ambition is to create high-standards of behaviour through a calm, safe, and supportive environment that ensures every pupil can learn.

We are committed to creating a positive, safe, and inclusive learning environment where every pupil can thrive and reach their full potential.

This Behaviour Policy supports our ambition of high standards, with a shared responsibility for behaviour across our school community. It should ensure that the use of rewards and sanctions are consistent and proportionate and that pupils who require additional support with their behaviour (for any reason) receive timely and proactive support.

2. Our Trust and School Values

At Marksbury School, our Christian values guide all that we do. These values are taught, modelled, and embedded into school life. They are:

These values are central to our approach to behaviour and help develop our pupils into responsible, caring, and successful individuals.

3. Framework

Our Trust is committed to ensuring that all schools operate behaviour systems that are legally compliant, fair, inclusive and rooted in current best practise. Our approach to behaviour, discipline and safeguarding is based upon the latest legislation and DfE guidance:

- Behaviour in Schools (DfE, 2024)
- Suspension and permanent exclusion (DfE 2024)
- Searching, Screening and Confiscation (DfE, 2022)
- Restrictive interventions, including use of reasonable force, in schools (DfE 2026)
- Equality Act (2010)
- Keeping Pupils Safe in Education (DfE 2025)
- SEND Code of Practice (2015)

4. Roles and Responsibilities

Trustees and Governors

- Monitor the effectiveness of this policy at the school through visits, school data and reports

Headteacher and Senior Leaders

- Ensure the policy is understood by all staff and implemented consistently
- Ensure behaviour incidents are recorded and reported as required to relevant others
- Ensure regular and frequent behaviour incident monitoring and analysis
- Ensure all Leaders model high expectations and effective practise and offer additional support to staff if required to implement this policy
- Ensure Senior Leaders, SENCOs or other staff promptly seek advice and support as and when required
- Work in partnership with parents and other professionals around individual pupils and behaviour

Staff Team

- Model the school's values and offer proactive support
- Recognise behaviour as communication
- Aim for calm and consistent adult behaviour
- Consistently apply the Behaviour Policy and Individual Behaviour Plans (IBP) (appendix 4)
- Understand the impact of their responses in situations
- Use fair and consistent vocabulary when describing a pupil's behaviour
- Use consistent language and non-verbal signals to support positive behaviour
- Use positive reinforcement to encourage desired behaviours
- Use de-escalation strategies and restorative conversations where needed
- Use co-regulation approaches when needed
- Record agreed behaviour incidents (see Section 12) or concerns using the agreed school systems (CPOMS)
- Seek support when required
- Engage with continuous professional development (including training, coaching and supervision) around meeting need and behaviour

Parents

- Support the school's Behaviour Policy
- Communicate with staff
- Work in partnership with school staff and other professionals to support their child's education

Pupils

Pupils are expected to: (list to be school specific)

- Be **ready** to learn
- Be **respectful** to all members of the school community
- Keep themselves and others **safe**
- Not bring any banned items onto site

5. Our School's Approach to Behaviour

Our approach to behaviour is:

- **Proactive**: We teach and reinforce expected behaviours.
- **Positive**: We focus on recognising and rewarding the right behaviours.
- **Restorative**: We resolve issues respectfully and learn from mistakes.
- **Inclusive**: We support individual needs while maintaining expectations for all.

At Marksbury School we understand that behaviour is a form of communication and we use relational practice to support emotional development (see Relational Policy).

At Marksbury School we adopt a trauma informed approach. This does not mean a move away from firm boundaries and appropriate sanctions. All pupils benefit from an approach where expectations and rules are made clear to them. A trauma informed approach does however mean that these boundaries are enforced taking into consideration the contextual situation of each pupil and their individual needs.

6. Behaviour Curriculum and School Routines

Pupils are explicitly taught our high expectations for positive behaviour and why we have these and how they benefit each child and also the wider community. Our routines ensure a focus on these positive behaviours, including, our Rules which are:

- Be ready
- Be safe
- Be respectful

7. Recognition and Rewards

We celebrate and reward positive behaviour in various ways and recognise that individual pupils have different needs and require different responses. Examples include:

- Children are spotted regularly for positive behaviour by all members of staff and this is acknowledged verbally – commenting on the good behaviour displayed by children.
- Positive dojo points are awarded for excellent behaviour and displaying positive learning attitudes (linked to the Rules and values)
- Teachers send pupils with their work of high quality, showing good standards and good presentation or work that shows significant steps for that child to the Head teacher – their work will be rewarded/acknowledged/displayed/certificate/sticker/message home
- Children who are consistently well behaved will be recognised and rewarded through dojo
- House Points are awarded and totalled each week then shared in Celebration assembly. Team building time is given every term for the house with most points.
- At the end of each term, class teachers send note home for positive achievements
- Celebration assembly is carried out weekly and certificates are handed out. This is then shared with parents on Class Dojo.

8. Responses & Sanctions

Staff will see every incident as a potential 'teachable moment'. For most behaviour concerns, all adults will use the following responses (with reasonable adjustments if required).

STAGE	Expectation/Actions	Responsibility/Recording
		•
Reminder	• **Verbal reminder of expected behaviour " I expect…"** • **Verbal Warning** • **Chance for child to move elsewhere in the classroom**	• **Class teacher** • **No further sanction**
Amber	• **Amber dojo = -1 dojo points** • **Make up lost learning time at break/lunch: e.g. 2/5/10 min reflection time** • **Restorative conversation (CT)** • **Time out in buddy class**	• **Class teacher based** • **Recorded via Dojo: Class teacher** • **If child sent out of room, Class teacher may wish to speak to parents at end of the day.** • **Multiple Amber in a day – CT MUST speak to parents**
Red	**Red dojo = -2 dojo points** • **Sent to Phase Leader/SLT/DH.** • **Consequence: Break time(s) missed (CT/SLT/Deputy)** • **Restorative conversation (CT/SLT/Deputy)** • **Apology** • **Make it clear to all parties that it has been dealt with**	• **Parents contacted that day, before the Red Dojo is sent : Class teacher (support available from SLT/DH to investigate if needed)** • **Recorded for tracking on CPOMs: Class teacher** • **Class teacher to email SENDCo** • **If a child is on Red 3 times or more in a fortnight- track for behaviour intervention/positive behaviour support plan/ report card (link with SENDCo)** • **Class Teacher to speak (face to face or phone) to other child's parent to explain – no names or specific detail of sanction to be used**
Hazard 	• **Sent to Headteacher.** • **Break/lunchtime(s) missed / report card** • **Restorative conversation** • **Child removed from class for rest of day (internal exclusion)** • **Make it clear to all parties that it has been dealt with**	• **Recorded on CPOMs: Headteacher** • **Parents contacted, letter sent home: Headteacher** • **If more than one Hazard incident in a fortnight a meeting is set up with child and parents to agree targets. The outcome of this will most likely be that a positive behaviour support plan is put in place.**

Some pupils have difficulty regulating their emotions. In these instances when pupils experience strong emotions, staff will support them by **co-regulating** (calm-sharing with a focus on security and trust). The aim is to address the emotions 'behind' behaviours rather than just correcting the behaviour. We co-regulate rather than expect pupils to control strong emotions alone. (see relational Policy)

Examples of Sanctions

1. Repaying lost learning time during playtimes
2. School-based community service (eg: litter-picking or supporting other pupils)
3. Repair activity (tidying up, letter/picture of apology)
4. Loss of privileges (including: restricted access to playgrounds; extra-curricular activities; removal of leadership roles or representing school teams etc)
5. Behaviour report or monitoring chart
6. Removal from class (internal suspension)
7. Suspension for serious incidents officially reported to The Partnership Trust.

Staff will always consider the purpose of the sanction and consider the different needs of each pupil.

Restorative Conversations

We aim to use restorative or reflective conversations to help pupils learn from situations and to try to retain or restore positive relationships. Staff must consider the timings of these and the needs of each pupil.

The aim is:

a) help pupils to develop skills to identify solutions that repair harm or damage
b) ensure pupils understand the impact of their behaviour on themselves and others
c) help pupils to take responsibility for their actions and choices
d) ensure discussions or support about how to prevent /reduce repeated transgressions

We consider that some pupils (who have experienced trauma), have a self-image that can make it difficult to accept blame, make mistakes, accept praise or engage in restorative conversations and we adjust our approaches accordingly.

Removal (formerly internal-suspension)

Removal is a sanction for disruptive, or repeated misbehaviour, this is decided by a senior leader in conjunction with the class teacher. A pupil completes their learning separately to their class - either in a different class or in a separate space from other pupils. This can last from one hour up to a whole day. This could be extended under certain circumstances (for example ensuring a pupil feels safe whilst alleged bullying is being investigated). The pupil would be supervised and have all the required resources to learn. It includes having 'breaks' and lunch separately to their class / peers. Staff will consider any reasonable adjustments required for individual pupils based on their needs. Usually, a reintegration meeting involving a member of SLT, the class teacher and pupil occurs before they pupil returns to class. A record of 'removals' will be kept on CPOMS by class teachers. Parents are to be informed at the earliest opportunity. Frequent use of removal for an individual pupil will lead to additional support such as further conversation and action by the school in seeking or facilitating support.

Reduced Timetables

It is a school's statutory duty to provide full time education for all pupils and it is unlawful for a school to impose a reduced or part-time timetable. However, in very exceptional circumstances there may be a need for a temporary reduced timetable to meet a pupil's individual needs. It maybe appropriate if a pupil has been out of full-time education or excluded. In these circumstances a reduced timetable may be used as a short-term measure towards achieving full reintegration within a formal written agreement or plan such as an Individual Behaviour Plan (IBP).

There must be due regard and consideration for the safeguarding issues and the impact this might have on a pupil if considering a reduced timetable.

A reduced timetable should not be used to manage a pupil's behaviour, must only be in place for the shortest time necessary and following discussions with other professionals involved. Any individual timetable or other agreement should have a time-limit (recommended maximum of 8 weeks) by which point the pupil is expected to attend full-time education, either at school or alternative provision. There should also be formal arrangements in place for at least fortnightly review of a reduced timetable with the pupil and their parents. In agreeing to a reduced timetable, a school has agreed to a pupil being absent from school for part of the week or day and must record this on BromCom using code C2. Schools must gain parental agreement ahead of any arrangement (See example on Appendix 1) and inform the School Improvement Partner (and Virtual School and Social Worker for certain pupils).

9. Tiers of Support - Supporting Individual Needs (Tier 1- 3)

For a variety of reasons (often external to the pupil or school), a pupil may require support with regulating their emotions and/or behaviour. This can include pupils with SEN and/or a disability and those with social, emotional, or mental health needs (SEMH) – including those who have Adverse Childhood Experiences (ACEs), including trauma.

Behaviour can be viewed as communication, and behaviour can be a pupil's way of communicating unmet need. It is important that adults seek to understand a pupil's behaviour and gain advice or support when required.

ACEs, including trauma can impact on a pupil's behaviour in school – impacting on their ability to manage their emotions, interact socially, delay gratification, engage with school routines or expectations, or from forming trusting relationships.

Pupils who have experienced early trauma can present with classroom behaviours that look similar to those more often associated with Autism, ADHD or other medical conditions, but may require different support strategies to succeed.

Adverse Childhood Experiences (ACES) (appendix 3)

These tiers of support represent a graduated approach to managing transgressions in behaviour

Tier 1: School Support

Initial support is led by the class teacher / Key Stage Leader with support from colleagues with a focus on school-provided reasonable adjustments or interventions, these include

Ordinarily Available Provision

- Use of the 'Behaviour Analysis Grid' (appendix 2) to try identify underlying need*
- Inclusive strategies using the Inclusion Toolkit
- Speech and Language Screeners
- Adaptive teaching
- Check with parents around: eyesight tests; hearing tests and key life events (see 10 specific ACES*)
- Reward Cards
- Additional individual support
- Increased engagement with parents (regular meetings)
- Mentoring
- Individual Behaviour Plans (IBP) with identified support and rewards
- Thrive support
- Nurture provision (Bath Play Pod)
- Social group support (e.g. Lego Therapy)

Tier 2: External Advice

We may also engage with other wider-professionals to address specific challenges such as:

• Trauma related behaviours
• Difficulty with self-regulation or managing emotions
• Anger management skills
• Lack of resilience

• Social Conflict or bullying-type behaviours
• Difficulties with peer relationships and/or social skills
• Inappropriate Online behaviour

If Tier 1 support is unsuccessful, the SENCo will lead on:

a) starting the ADPR (Assess, Plan, Do, Review Process) using learning plans (LINK to SEND policy/information report) and Seeking external advice from one or more of:

- Inclusion Support Advice line
- Vulnerable pupil Panel (or equivalent 2026-27) (BANES)
- PFSA Support
- Attendance and Welfare Support Services (AWSS)
- Early Help Assessment request for support (FIS, PFSA, Young Carers, Young Somerset etc)
- Local BANES Inclusion Panel
- TPT School Improvement Partner
- Paediatricians
- Educational Psychologist Service
- Virtual School
- Somerset Outreach Service
- Black Families Education Support Group (BFESG)
- Stand Against Racism and Inequality (SARI)
- Traveller Education Services
- School Nurse

If Tier 1 and 2 approaches are unsuccessful and concerns about a pupil's on-going behaviour continue (or the behaviour represents a sudden change for any pupil) external involvement should be sought:

Tier 3: External Involvement

External Involvement **(Tier 3)** can be sought from or via:

1. BANES Inclusion/SEND Advice team
2. CAHMS
3. Mental Health Support Team (BANES)
4. Early Help referral
5. Social Care referral
6. Alternative Provision – support in school
7. Alternative Provision (out-reach)

Whilst there are many services available the above list is not exhaustive nor exclusive and other support services if deemed suitable may be referred to in order to secure the best and most suitable support for a pupil requiring help at this level.

Risk Assessments

Some behaviours (which if repeated could pose a risk to the safety of the pupil or other pupils) may require a risk assessment (Appendix 5). If a pupil has an individual risk assessment this will include the school's approach to any off-site activities for the individual pupil.

10. Exclusions: Suspension and Permanent Exclusion

For more detailed information see the separate **Exclusions Policy**.

Decisions about suspension and permanent exclusions are based on individual circumstances. The purpose of a suspension is to enable a review or make a change to provision. The reasons below are Department of Education examples of the types of behaviours that may lead to a suspension or permanent exclusion:

- Persistent disruptive behaviour
- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour against a pupil or adult
- Use, or threat of use, of an offensive weapon or banned item
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Suspensions

If a suspension is necessary, the Headteacher will inform (all) parents that their child is to be suspended from the school for a fixed-period (for a maximum of 45 days in a single academic year).

If misbehaviour at lunchtime is problematic, despite support, the school may suspend a pupil from school during lunchtimes (this counts as a half-day suspension). This will not affect lessons. Parents will always be given 24 hours warning to enable them to make the necessary arrangements. If a pupil is entitled to free-school meals, meals will be offered.

All suspensions will ideally be followed up with a **reintegration meeting**. The purpose of this meeting is to support a successful return to school for the pupil. It provides an opportunity to discuss the reasons for the suspension, review any plans and agree on strategies to prevent further incidents. The meeting ideally involves the pupil, parents, and relevant school staff, ensuring that expectations for all are clearly communicated. (Appendix 6)

If a pupil is suspended on two or more occasions in a two-term period, both a review of any ADPR and advice from the Trust Inclusion Lead should be sought.

Permanent Exclusion

Permanent Exclusion is for a serious breach or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education welfare of the pupils or staff in the school (see separate policy).

11. Preventative Measures

If individual support through Tiers 1-3 is unsuccessful and frequent suspensions occur, we explore other alternatives or 'preventative measures' prior to considering exclusion, as part of a Tier 4 review. These include:

Alternative Provision

Outreach support for pupils from high-quality alternative provision providers or short-term time-limited intervention away from school.

Managed Moves

A managed move is used to initiate a transfer of a pupil to another mainstream school permanently. A managed move should only occur when it is in the pupil's best interest. Managed moves are discussed and arranged via the Exclusion Prevention Team and the Fair Access Panel.

12. Tier 4: Review of Provision

If a pupil is at risk of permanent exclusion, a multi-agency review to reflect on strategies, support and provision for the pupil will occur.

This review of support involves an evaluation process, including completion of an Exclusion check-list, (appendix 9) consultation with TPT Inclusion Lead, and discussion with Inclusion Support Service to ensure all support available has been explored.

13. Child-on-Child Abuse

Child-on-Child abuse is targeted behaviour from a child (or group of children) towards another child and includes:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment

Any potential child-on-child abuse will be dealt with robustly using this and the Anti-bullying policy. This may involve support from other agencies (including Early Help, Social Care, BFESG or SARI).

(*Note: The term 'child-on-child abuse' is used in this policy as it is the statutory terminology used in safeguarding guidance.)*

14. Recording Behaviour Incidents

Some escalating and all serious behaviour incidents are recorded promptly and accurately by the relevant staff on our CPOMS system.

A CPOMS record should be kept for these incidents:

- Alleged or potential bullying-behaviours (including child-on-child abuse)
- Physical assault (on child or adult)
- Red Dojo incidents
- Hazard Incidents
- Incident involving parent involvement (phone calls or meetings)
- Seclusion
- Removal
- A serious incident as outlined below

Any discriminatory behaviour will also be reported to the LA via the reporting tool which also offers suggestions of where appropriate support can be sought.

Other incidents that are notable and of concern or show repeated or emerging patterns of behaviour are kept on a child's behaviour log – this can be used for evidence if required for an EHCNA and is separate from CPOMS. Behaviour Logs are electronic based records. These records help track patterns, inform support or interventions, and ensure consistency in response. All records are stored securely and maintained in line with the UK General Data Protection Regulation (GDPR), ensuring that personal data is handled lawfully, fairly, and transparently. Access to these records is restricted to authorised staff only.

Serious Incidents

All serious incidents are recorded on CPOMS. Serious Incidents in our Trust are:

1. A pupil's behaviour has resulted in another pupil or adult being physically hurt
2. Persistent refusal to comply with the reasonable instructions of an adult
3. Any instances of bullying or child-on-child abuse
4. Physical fighting between pupils
5. Repeated breaches of the school rules
6. Sexual assault, which is any sexual behaviour that causes humiliation, pain, fear or intimidation
7. Threatening language or behaviour towards others
8. Any incident involving serious damage to property
9. Theft
10. Any incident where the emergency services has had to attend the school
11. Any discriminatory behaviour
12. Possession of prohibited items
13. Leaving the school site without permission
14. Any other incident serious enough to substantially disturb the smooth running of the school
15. Serious misuse of technology
16. Any incident that puts the reputation of the school in jeopardy
17. All incidents leading to a suspension/exclusion

(See Appendix 7) for advice on recording using the correct categories on CPOMS and serious incidents).

15. Pupil Transition

To support pupils to understand the behaviour approaches, rules and routines, reminding and reinforcing these forms part of our transition arrangements. Some pupils (including those with SEN) may benefit from enhanced transition arrangements which may include: (list to be school specific)

- Additional visits to new classes or new schools (junior, secondary, middle or specialist)
- Provision of social stories (or additional photos or information) prior to transitions
- Additional meetings between parent, other professionals and school staff
- See BANES Get help for children or young people with additional needs (SEND) | Bath and North East Somerset Council

16. Pupils with SEND

We take all reasonable steps to avoid disadvantaging pupils with SEND (Equality Act 2010).

Examples include:

- Reasonable adjustments to ordinarily-available provision (OAP) as recommended by the SENCo or other relevant school engaged professionals

- Modified instructions
- Tailored uniform requirements
- Staff training for specific needs (e.g. Neuro-diversity or Trauma-informed)
- Provision included in Individual Learning Plans on Insight or EHCPs.
- If a pupil with an EHCP is at risk of frequent suspensions or at risk of a permanent exclusion, or in agreement with parents for other reasons linked to provision, the school will promptly liaise with the Local Authority SEND team (and any other relevant professionals) to organise an Emergency Annual Review

17. Restrictive Interventions (including seclusion)

For more detailed information see the separate **Restrictive Interventions Policy**.

Any use of seclusion

18. Banned Items and Confiscation

All staff are able to confiscate items from a pupil that are banned, age inappropriate or items that can potentially cause offence or harm.

Banned items include:

1. Inappropriate clothing (for example style or offensive wording)
2. Weapons
3. Alcohol
4. Illegal drugs
5. Stolen goods
6. Tobacco or vaping products
7. Fireworks
8. Pornographic material
9. Any item used to cause harm or disruption
10. Electronic devices including mobile phones, items with internet access or cameras

Parents will be informed and the items must be collected by an adult from the Headteacher's office.

For Further information visit the government webpage

19. Behaviour Outside of School

Behaviour outside of school (e.g. online or in the community) that negatively impacts the school community may result in school involvement and sanctions. This includes:

- Taking part in any school organised or school-related activity
- Travelling to and from school
- Wearing the school uniform or in any other way being identifiable as a pupil of the school
- Actions that pose a risk to another pupil
- Actions that adversely affects the reputation of the school

20. Staff Training and Support

The Trust, Local Authority Inclusion & SEND Service or Specialist Autism Outreach Service (SOS) offer the following training:

- De-escalation and positive handling (e.g. Proact-Script-UK)

- Restorative approaches
- Trauma-informed and relational practice
- Understanding SEND-related behaviours
- Understanding Autism

Training requirements and the training offer is reviewed regularly.

Early Career Teachers (ECTs) will be given additional support and training to enable them to successfully manage pupil's behaviour in school.

Staff and pupils are offered time and space to debrief after serious incidents. Staff should complete a Debrief Form (Appendix 8). Consideration should be given to TPT's Stress and Mental Well-being Policy and the support available to all staff.

21. Working with Parents

We aim to work in close partnership to promote consistent expectations and offer support to pupils alongside parents. This may include:

- Informal discussions
- Regular meetings
- Individual Behaviour Plan set up and reviews (IBP)
- External referrals for support for families

For some pupils requiring Tier 2-3 support, parents will be invited to agree a plan to harness the partnership between school and home (including consistent expectations, rewards and sanctions). Individual Behaviour Plans (IBP) are part of ordinarily-available provision (OAP) and a short-term intervention. The plan will be regularly reviewed and will be ceased when sufficient progress has been made.

22. Additional Information

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

- Exclusions
- Restrictive Interventions and the use of reasonable force
- Anti-Bullying
- Positive Handling (if you are following the policy provided by the Trust)
- Safeguarding
- Stress and Well-being
- SEN Policy/information Report

This policy complies with our funding agreement and Articles of Association.

23. Additional Guidance

Malicious Allegations

All allegations are taken seriously and investigated. Malicious allegations against pupils or staff may lead to appropriate consequences and support for all involved. See Safeguarding and Child Protection Policy

24. Appendices

- Appendix 1: Reduced Timetable agreement
- Appendix 2: The Behaviour Analysis Grid
- Appendix 3: Key Life Events (10 specific Adverse Childhood Experiences)
- Appendix 4 Individual behaviour plan template.
- Appendix 5: Risk Assessment Template
- Appendix 6: Reintegration Meeting Script
- Appendix 7: How to record incidents on CPOMS/Serious Incident Log
- Appendix 8: Staff debrief form
- Appendix 9:PEX check list