

# BEHAVIOUR POLICY

## Keelham Primary School



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**Approved by:** Governing Body

**Date approved:** August 2026

**Last reviewed:** August 2026

**Next review date:** August 2027

**Person responsible for review:** Headteacher (Robert Hunter)

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## **1. Policy Statement**

Keelham Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is 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 not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and timely interventions that support staff and learners.

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## **2. Aims and Purpose**

### **Aim of the policy**

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To limit acknowledgement and attention to those learners showing poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, good behaviour and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

### **Purpose of the policy**

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

### **At Keelham we aim to:**

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach

- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
  - Ensure all adults use consistent language to promote positive behaviour
  - Use restorative approaches instead of punishments
  - Praise children publicly and remind children in private
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### **3. Safeguarding and Behaviour**

This behaviour policy is underpinned by our commitment to safeguarding and promoting the welfare of all pupils, in line with Keeping Children Safe in Education (2026) and our Child Protection and Safeguarding Policy.

#### **We recognise that:**

- Changes in behaviour may be an indicator that a pupil is experiencing safeguarding issues, including abuse, neglect or exploitation
- Pupils with SEND or certain health conditions may face additional barriers to communication and may be more vulnerable to abuse
- Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Certain behaviours may be linked to trauma, adverse childhood experiences, or unmet needs

#### **All staff are trained to:**

- Recognise behaviour that may indicate safeguarding concerns
- Report concerns to the Designated Safeguarding Lead (DSL) immediately
- Understand that behaviour management must never compromise safeguarding

#### **When managing behaviour, staff will:**

- Consider whether the behaviour might be a sign of an underlying safeguarding issue
- Avoid criminalising pupils who may be victims
- Work with the DSL to ensure appropriate support is in place
- Record concerns on CPOMs and tag the safeguarding team

#### **Specific safeguarding considerations:**

##### **Child-on-child abuse:**

We recognise that children can abuse other children. All staff are trained to recognise and respond to child-on-child abuse, including:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse
- Sexual violence and sexual harassment
- Upskirting
- Initiation/hazing type violence
- Abuse in intimate personal relationships between children

Any incidents of child-on-child abuse will be managed in line with our Child Protection and Safeguarding Policy and may result in sanctions under this behaviour policy.

### **Sexual violence and sexual harassment:**

We have a zero-tolerance approach to sexual violence and sexual harassment. We will not dismiss incidents as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys', as this can lead to a culture of unacceptable behaviour.

Staff will:

- Challenge inappropriate language and behaviour
- Report all incidents to the DSL
- Support both victims and alleged perpetrators
- Work with parents/carers and external agencies as appropriate

### **Online safety:**

Behaviour online is subject to the same expectations as behaviour in school. We will respond to cyberbullying, online sexual harassment, and other harmful online behaviours in line with this policy and our Online Safety Policy.

### **For safeguarding concerns, contact:**

- **Designated Safeguarding Lead:** Mr R Hunter (Headteacher)
- **Deputy DSLs:** Miss Waterhouse, Mrs Watson, Mrs Kopasz, Miss Thornton
- **Email:** [safeguarding@keelham.bradford.sch.uk](mailto:safeguarding@keelham.bradford.sch.uk)
- **Phone:** 01274 832491

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## **4. Legislation, Statutory Requirements and Statutory Guidance**

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

- **Behaviour in schools: guidance for headteachers and school staff (September 2024)**
- Searching, screening and confiscation: advice for schools (July 2022)

- The Equality Act 2010
- Keeping Children Safe in Education (2026)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England (September 2023)
- Use of reasonable force in schools (July 2013)
- **Restrictive interventions in schools: guidance for schools on the use of reasonable force, restraint and other restrictive interventions (April 2026)** [Effective from 1 April 2026]
- Supporting pupils with medical conditions at school (2015)
- **Mobile phones in schools (February 2024)**
- Special Educational Needs and Disability (SEND) Code of Practice (2015)

**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

## **5. Definitions**

**Misbehaviour is defined as:**

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour is defined as:**

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments

- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic, biphobic, transphobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Vaping devices and e-cigarettes
  - Fireworks
  - Pornographic images
  - Any article a staff member 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)

### **We recognise that:**

- Sexual violence and sexual harassment can occur between children of any age and sex
- It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children
- It can occur online and face-to-face (both physically and verbally) and can occur simultaneously between the two

### **Our response:**

- We will never dismiss sexual violence or sexual harassment as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'

- We will challenge physical behaviours such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts
- We recognise that dismissing or tolerating such behaviours risks normalising them
- All incidents will be taken seriously and managed in line with our Child Protection and Safeguarding Policy

### **Support:**

- Victims will be reassured that they are being taken seriously
- Victims will be supported and kept safe
- Alleged perpetrators will be offered appropriate support to address their behaviour
- We will work with parents/carers and external agencies as appropriate

### **Bullying**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

### **Bullying can include:**

| <b>TYPE OF BULLYING</b>                                                                                                                                                                                                                                | <b>DEFINITION</b>                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>Emotional</b>                                                                                                                                                                                                                                       | Being unfriendly, excluding, tormenting                                                                            |
| <b>Physical</b>                                                                                                                                                                                                                                        | Hitting, kicking, pushing, taking another's belongings, any use of violence                                        |
| <b>Prejudice-based and discriminatory, including:</b> <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |

| <b>TYPE OF BULLYING</b>          | <b>DEFINITION</b>                                                                                                                                                             |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sexual</b>                    | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| <b>Direct or indirect verbal</b> | Name-calling, sarcasm, spreading rumours, teasing                                                                                                                             |
| <b>Cyber-bullying</b>            | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites                                                                     |

## **6. Roles and Responsibilities**

### **6.1 The Governing Board**

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation
- Monitoring data on suspensions, permanent exclusions, and use of restrictive interventions to identify patterns or disproportionate impact on particular groups

### **6.2 The Headteacher**

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### **6.3 Teachers and Staff**

#### **All staff must:**

- Take time to welcome children at the start of the day
- Be in their rooms at the start of each session to meet and greet
- Always pick up on children who are failing to meet expectations
- Give first attention to those children who are doing the right thing
- Encourage sensible walking and a sense of pride in our school
- Always redirect children by referring to the school's aims and rules
- Be in control of their emotions when speaking to children
- Report safeguarding concerns immediately to the DSL

#### **The Headteacher and The Senior Leadership Team must:**

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Monitor CPOMs to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

#### **Members of staff who manage behaviour well:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

- Deal with primary behaviour
- Always follow up behaviour incidents
- Communicate with parents/carers regularly about positive and negative behaviour

#### **6.4 Children want teachers to:**

- Give them a 'fresh start'
- Help them learn and feel confident
- Talk to children and investigate incidents fully
- Remain calm
- Be just and fair
- Have a sense of humour
- Be consistent and fair in applying the behaviour policy
- Listen to their perspective
- Believe in them and their ability to improve

#### **6.5 Parents and Carers**

Parents and carers, where possible, should:

- 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)
- 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

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.

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### **7. Rewards and Recognition**

The school promotes **being Kind**, which can be applied to a variety of situations and is taught and modelled explicitly.

## **Visible Consistencies:**

1. Daily meet and greet
2. Persistently catching children doing the right thing
3. Picking up on children who are failing to meet expectations
4. Accompanying children to the playground/exit door at the end of every day
5. Praising in public (PIP)
6. Reminding in private (RIP)
7. Consistent language

## **Over and Above Recognition:**

1. Recognition boards
2. House points (awarded through Class Dojo)
3. Stickers
4. Phone call/text home
5. Verbal praise
6. Notes home via social media channels
7. SLT praise
8. Show work to another adult
9. HT award
10. End of year whole school awards in recognition of outstanding behaviour and contribution to Keelham life

## **House System**

Keelham Primary School operates a house system to promote teamwork, healthy competition and collective celebration of positive behaviour and achievement.

### **Our four houses are:**

- **Hockney** (named after David Hockney, the renowned Bradford-born artist)
- **McMillan** (named after Margaret McMillan, pioneer of nursery education in Bradford)
- **Brontë** (named after the Brontë sisters, famous literary figures from West Yorkshire)
- **Titus Salt** (named after Sir Titus Salt, Victorian industrialist and philanthropist who built Saltaire)

### **How the house system works:**

- Every pupil is allocated to one of the four houses when they join the school

- Siblings are placed in the same house to promote family connection
- Pupils earn **house points** for demonstrating the school's core values: being Kind, Persevering and Succeeding
- House points are awarded through **Class Dojo** and can be given by any member of staff
- House points are collectively celebrated during the weekly **Headteacher's Celebration Assembly**
- The winning house each week/half-term/term receives recognition and celebration
- At the end of the year, the house with the most points receives a special reward/trophy

#### **House points can be awarded for:**

- Demonstrating kindness, perseverance or success
- Outstanding effort or achievement
- Good citizenship
- Representing the school positively
- Supporting others
- Showing respect and responsibility

This system encourages pupils to work together, support one another, and take pride in their house's collective achievements.

#### **Celebration Assembly**

Each week there will be a **Headteacher's Celebration Assembly** where:

- Class certificates for being Kind, Persevering and Succeeding are presented
- Outstanding achievement is recognised (this could be for academic achievement, good citizenship or extra effort)
- **House points** are totalled and celebrated
- The leading house is announced and celebrated

#### **Rewarding Positive Behaviour**

##### **All pupils (Foundation Stage through to Year 6):**

Children across the school will be praised for their effort or behaviour through being awarded **house points via Class Dojo** for recognition of showing the three core values of Keelham Primary School: being Kind, Persevering and Succeeding.

#### **8. Stepped Consequences**

**Gentle Approach:** use child's name, child level, eye contact, deliver message

| STEP                  | ACTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. REMINDER</b>    | <p><b>A reminder of the three school rules delivered privately wherever possible.</b></p> <p>I noticed you chose to ... (noticed behaviour)<br/> This is a REMINDER that we need to follow the school rule... (repeat which school rule they have broken)<br/> You now have the chance to make a better choice<br/> Thank you for listening</p> <p><b>Example:</b> 'I notice that you're running. You are breaking school rule number 3. Remember that in school we walk sensibly. Please show me your sensible walking. Thank you for listening.'</p>                                                                                                                                                                       |
| <b>2. CAUTION</b>     | <p><b>A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.</b></p> <p>I noticed you chose to ... (noticed behaviour)<br/> This is the second time I have spoken to you<br/> If you choose to break the rule again there will be a consequence<br/> Think carefully about your next step</p> <p><b>Example:</b> 'I notice that you are not getting on with your work. You are not ready to learn. This is now the second time I have spoken to you about this. You are choosing to break rule number 2. If this behaviour continues then there will be a consequence. Think carefully about your next step.'</p> |
| <b>3. LAST CHANCE</b> | <p><b>Speak to the student privately and give them a final opportunity to engage. Offer a positive choice and refer to previous examples of good behaviour. Use the 30 second scripted intervention. If a child reaches this step, then 2 minutes is owed after class. This is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.</b></p> <p>I noticed you chose to ... (noticed behaviour)<br/> This is the third time I have spoken to you. You need to speak to me for two minutes after the lesson.<br/> If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the</p>             |

| STEP                      | ACTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | <p>quiet area etc ...)</p> <p>(learner's name), Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you.</p> <p>Think carefully. I know that you can make good choices</p> <p>Thank you for listening / I'm glad we had this conversation</p> <p><b>Example:</b> 'I have noticed you are not ready to do your work. You are breaking school rule number 1. You have now chosen to catch up with me at playtime for 2 minutes. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Remember you can make the right choice and show me you are ready to work. Thank you for listening.'</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>4. TIME OUT</b></p> | <p><b>Time out might be a short time outside the room, on the thinking spot or on the bench outside at playtime. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. Timeout needs to be recorded on CPOMs.</b></p> <p>I noticed you chose to ... (noticed behaviour)</p> <p>You need to...(Go to quiet area / Go to sit with other class / Go to another table etc)</p> <p>Playground: You need to ...(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc)</p> <p>I will speak to you in two minutes</p> <p><b>Example:</b> 'I have noticed you chose to use rude words. You are breaking the school rule of showing respect. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p><b>If a child is receiving time out it should be no longer than 5 minutes in the class or in another class. If the child goes to another class, their behaviour is not to be discussed by any other adults.</b></p> <p><i>DO NOT describe a child's behaviour to other adults in front of the child</i></p> |

| STEP                                               | ACTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>5. FOLLOW UP<br/>– REPAIR &amp;<br/>RESTORE</b> | <p><b>This might be a quick chat at breaktime/lunchtime or a more formal meeting such as a restorative conversation. In the playground this might be a private chat in the playground or the child might be brought inside for a more formal meeting. Not every incident needs to be resolved with a restorative conversation but all behaviours need to be followed up with a conversation with that adult. A restorative conversation needs to be used when trust is broken or when the behaviour has gone under and below the minimum standards. When tempers are frayed, when manners have disappeared or when things have been said that should not have been said.</b></p> <p><b>It is important that the restorative conversation only takes place when everyone is calm. Please remember that recovery time after a period of crisis is, on average, 40 minutes.</b></p> <ul style="list-style-type: none"> <li>• What happened? (Neutral, dispassionate language.)</li> <li>• What were you feeling at the time?</li> <li>• What have you felt since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently?</li> </ul> <p><b>As we will not address secondary behaviour during the stepped consequences, it may be appropriate to make a note of them and follow up in the restorative conversation.</b></p> <p><i>Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</i></p> |

### 30 Second Scripted Intervention

The 30 second intervention demands careful and often scripted language. It is carefully planned, utterly predictable and safe way to send a clear message to the child: 'You own your behaviour. Your poor behaviour does not deserve my time. You are better than the behaviour you are showing today (and I can prove it!).' It should leave the child thinking about their actions and knowing that someone important believes they are better. At the pivotal point of behaviour

management, you can address difficult behaviours while leaving your relationship with the child perfectly intact.

There is no one 'correct' script and you may have to adapt it for your context. However, this can be the basis for your intervention:

- I noticed you are ... (having trouble getting started/shouting out on the carpet/throwing pencils) It was about ... (not being ready/ or respectful of people/ not keeping other and yourself safe) that you broke
- You have chosen to ... (give me two minutes at the end of the lesson/move to another table/catch up with your work at breaktime)
- Do you remember last week when... (arrived on time every day/got on the recognition board/completed all your work)
- That is who I need to see today...
- Thank you for listening (Then give the child some processing time)

### **Sanctions should:**

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

### **Sanctions need to be in proportion to the action**

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

### **Adult Strategies to Develop Excellent Behaviour**

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we expect
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

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## **9. Supporting Pupils with SEND**

We recognise that pupils with special educational needs and disabilities (SEND) or certain health conditions may face additional barriers to behaviour and may require additional support.

### **Our approach:**

- We make reasonable adjustments under the Equality Act 2010 to ensure pupils with SEND can access the curriculum and participate fully in school life
- We adapt our behaviour expectations where appropriate, while maintaining high standards
- We work closely with pupils, families, and external agencies to understand individual needs
- We use **Insight** to electronically store SEND plans and share reviews with families
- We provide targeted interventions and support as outlined in pupils' My Support Plans/behaviour plans

#### **Staff responsibilities:**

- All staff must be aware of pupils with SEND in their classes and adapt their approach accordingly
- Class teachers work with the SENDCo team to review progress and adjust support
- Staff must consider whether behaviour might be linked to unmet SEND needs or communication difficulties
- Any concerns about a pupil's SEND should be discussed with the SENDCo team

#### **SENDCo Team:**

- **Miss Rankin** (EYFS and KS1)
- **Miss Shearn** (KS2)
- **Mr R Hunter** (Headteacher)

#### **Contact:**

- **Email:** [send@keelham.bradford.sch.uk](mailto:send@keelham.bradford.sch.uk)
- **Phone:** 01274 832491

#### **Recording and monitoring:**

- Behaviour incidents involving pupils with SEND are recorded on CPOMs
- Progress is tracked via Insight
- The SENDCo team regularly reviews data to ensure pupils with SEND are receiving appropriate support and are not being disproportionately impacted by behaviour sanctions

For more information, see our **SEND Policy and Information Report**.

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## **10. Challenging Discriminatory Language and Behaviour**

Keelham Primary School has a **zero-tolerance approach** to discriminatory language and behaviour. We are committed to creating an inclusive environment where all pupils feel safe, valued and respected.

### **Protected characteristics:**

Under the Equality Act 2010, we will not tolerate discrimination, harassment or victimisation related to:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

### **Our response:**

- All incidents of discriminatory language or behaviour will be challenged immediately
- Staff will use these incidents as teaching opportunities to educate pupils about respect and equality
- All incidents will be recorded on CPOMs and reported to the Headteacher
- Racist, homophobic, biphobic, transphobic and other discriminatory incidents will be reported to governors
- Parents/carers will be informed
- Appropriate sanctions will be applied in line with this policy
- Support will be offered to both victims and perpetrators

### **Staff responsibilities:**

- Challenge discriminatory language and behaviour immediately
- Never dismiss such behaviour as 'banter' or 'just a joke'
- Record all incidents on CPOMs
- Report to the Headteacher
- Follow up with restorative conversations
- Educate pupils about the impact of their words and actions

### **Education:**

- Our curriculum promotes diversity, equality and inclusion

- We teach pupils to understand and respect differences
  - We celebrate diversity through assemblies, displays and events
  - We actively challenge stereotypes and prejudice
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## **11. Sexual Violence and Sexual Harassment**

Keelham Primary School has a **zero-tolerance approach** to sexual violence and sexual harassment. We will not dismiss such behaviour as 'banter', 'just having a laugh', 'part of growing up' or 'boys being boys'.

### **Definitions:**

**Sexual violence** includes:

- Rape
- Assault by penetration
- Sexual assault (intentional sexual touching without consent)

**Sexual harassment** includes:

- Sexual comments
- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment (unwanted sexual comments and messages, sharing of nude or semi-nude images/videos, sharing of unwanted explicit content)
- Upskirting

### **Our response:**

- All incidents will be taken seriously
- Incidents will be managed in line with our Child Protection and Safeguarding Policy
- The DSL will be informed immediately
- Victims will be reassured, supported and kept safe
- Alleged perpetrators will be offered appropriate support to address their behaviour
- We will work with parents/carers and external agencies as appropriate
- Appropriate sanctions will be applied under this behaviour policy

### **Staff responsibilities:**

- Challenge inappropriate language and behaviour immediately
- Never dismiss or minimise sexual violence or sexual harassment

- Report all incidents to the DSL immediately
- Record incidents on CPOMs
- Support victims and alleged perpetrators appropriately

### **Prevention:**

- Our RSHE (Relationships, Sex and Health Education) curriculum teaches pupils about:
  - Healthy and respectful relationships
  - Boundaries and consent
  - What constitutes sexual harassment and sexual violence
  - How to report concerns
- Staff model respectful behaviour and language
- We create a culture where pupils feel safe to report concerns

For more information, see our **Child Protection and Safeguarding Policy** and **RSHE Policy**.

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## **12. Mobile Phones and Smart Devices**

In line with DfE guidance 'Mobile phones in schools' (February 2024), Keelham Primary School operates a **mobile phone-free policy** during the school day.

### **Pupil mobile phones:**

- Pupils are not permitted to have access to mobile phones or smart devices during the school day
- This includes break times and lunchtimes
- If pupils bring a mobile phone to school (with parental permission for safety reasons before/after school), it must be handed in to the school office at the start of the day and collected at the end of the day
- Pupils must not use mobile phones on school premises during school hours

### **Consequences for breach:**

- If a pupil is found with a mobile phone during the school day, it will be confiscated
- The phone will be stored securely in the school office
- Parents/carers will be contacted
- The phone will be returned to parents/carers (not the pupil)
- Repeated breaches will result in further sanctions

### **Staff mobile phones:**

- Staff are allowed to bring personal phones to school for their own use
- Staff must limit use to non-contact time when pupils are not present
- Staff must not take pictures or recordings of pupils on personal phones or cameras
- Staff must follow the school's code of conduct regarding mobile phone use

### **Safeguarding:**

- Any misuse of mobile phones that raises safeguarding concerns (e.g. sharing of inappropriate images) will be managed in line with our Child Protection and Safeguarding Policy
- All incidents will be recorded on CPOMs

For more information, see our **Mobile Phone Policy** and **Online Safety Policy**.

## **13. Restrictive Interventions and Use of Reasonable Force**

**This section is compliant with DfE guidance "Restrictive interventions in schools: guidance for schools on the use of reasonable force, restraint and other restrictive interventions" (April 2026), which comes into force on 1 April 2026.**

### **Definition:**

**Reasonable force** means using no more force than is necessary for the least amount of time possible, the application of which will depend on the circumstances.

**Restrictive interventions** are interventions that involve the use of force to restrict a pupil's movement against their will. This includes:

- **Reasonable force** (physical contact)
- **Restraint** (holding a pupil to restrict their movement)
- **Seclusion** (keeping a pupil confined to a place away from others and preventing them from leaving)

### **When reasonable force may be used:**

All members of staff have a legal power to use reasonable force to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

### **Principles:**

Incidents of restrictive interventions must:

- Always be used as a last resort

- Be applied using no more force than is necessary for the least amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers
- Take into account any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions

### **Seclusion:**

Seclusion is a non-disciplinary intervention that involves keeping a pupil confined to a place away from others and preventing them from leaving.

Seclusion:

- Must only be used as a last resort
- Must be for the shortest time possible
- Must be in a safe, appropriate space
- Must be supervised at all times
- Must be recorded and reported to parents/carers
- Must never be used as a punishment

### **Recording and reporting (STATUTORY REQUIREMENT from 1 April 2026):**

**From 1 April 2026, it is a statutory requirement to have a procedure in place for recording and reporting to parents/carers each significant incident in which a staff member uses force on a pupil, including any incident involving the use of seclusion or restraint.**

All significant incidents involving restrictive interventions must be:

- Recorded on CPOMs immediately after the incident
- Reported to parents/carers as soon as reasonably practicable (normally the same day)
- Reported to the Headteacher
- Reviewed by the SLT

### **What must be recorded:**

- Date, time and location of the incident
- Names of pupils and staff involved
- Names of any witnesses
- Reason for the use of force

- Description of the incident, including:
  - What happened before, during and after
  - The type of force used
  - Duration of the intervention
  - Any injuries sustained
  - Any damage to property
- Outcome of the incident
- Any follow-up actions

### **What must be reported to parents/carers:**

- That an incident occurred
- What happened
- What type of restrictive intervention was used
- Why it was necessary
- Any injuries sustained
- What support has been/will be provided to their child

### **Monitoring and review:**

The governing body will:

- Monitor data on the use of restrictive interventions
- Review incidents to identify patterns or trends
- Ensure staff receive appropriate training
- Review procedures regularly

The Headteacher will:

- Review all incidents involving restrictive interventions
- Identify any training needs
- Ensure procedures are followed
- Report to governors on the use of restrictive interventions

### **Staff training:**

All staff will receive training on:

- The legal framework for the use of reasonable force
- How to de-escalate situations

- Positive behaviour management strategies
- When and how to use restrictive interventions safely
- Recording and reporting requirements

### **Support after an incident:**

After any incident involving restrictive interventions:

- The pupil will be given appropriate support
- Staff involved will be offered support
- A debrief will take place to review what happened and identify any lessons learned
- Parents/carers will be informed and involved in planning next steps

## **14. Confiscation, Searches and Screening**

Searching, screening and confiscation is conducted in line with the DfE's latest guidance **"Searching, screening and confiscation: advice for schools" (July 2022)**.

### **Confiscation:**

Any prohibited items (listed in section 5) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

### **Searching a pupil:**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

### **Before carrying out a search:**

The authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

### **What can be searched:**

An authorised member of staff may search a pupil's:

- Outer clothing
- Pockets
- Possessions
- Desks
- Lockers

### **Informing the DSL:**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded on CPOMs.

### **Informing parents/carers:**

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened

- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Strip searches:**

Strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place.

## **15. Recording Behaviour on CPOMs**

Behaviour incidents are logged on CPOMs as a way of recording ongoing behaviour issues or more extreme behaviour. This may be used as an observational tool that allows staff to record behavioural concerns and monitor trends.

### **Categories on CPOMs for behaviour logs are:**

- **Bullying:** Category A, Category B, Category C, Category D and Category E (see Anti-Bullying Policy)
- **Suspension** (previously called fixed-term exclusion)
- **Internal Exclusion**
- **Negative Behaviour**
- **Parent Contacted**
- **Playground Behaviour**
- **Racist Incident**
- **Homophobic/Biphobic/Transphobic Incident**
- **Discriminatory Incident**
- **Sexual Violence**
- **Sexual Harassment**
- **Time Out**
- **Restrictive Intervention** (including use of reasonable force, restraint or seclusion)

### **Recording requirements:**

- If a child receives a **time out**, this must be recorded on CPOMs and SLT will be tagged in to the report
- If a **parent has been contacted** with regards to a behaviour issue, this must be logged on CPOMs and SLT will be tagged
- If a member of **SLT has been part of the follow up conversation**, this must be logged on CPOMs
- CPOM logs must be completed **in a timely manner** and specify the **exact date and time** the incident took place
- Any **follow up actions** must be recorded on the initial incident log and actioned by the named members of staff and agencies highlighted

### **Specific incidents:**

#### **Racist, homophobic, biphobic and transphobic incidents:**

- Will be dealt with by the adult who has witnessed them
- Must be reported to the Headteacher directly
- Will be reported on CPOMS by the adult who witnessed it and investigated it
- Will be reported to the Governors

### **Bullying:**

- All allegations of bullying will be investigated thoroughly by the teacher involved
- Incidents should be dealt with in line with the Anti-Bullying Policy
- The outcome of the investigation will always be shared with SLT and reported to parents/carers if appropriate
- If a proven bullying incident (including cyber bullying, homophobic bullying and bullying related to disability) has occurred, this will be reported on CPOMs as bullying

### **Safeguarding concerns:**

- Any behaviour that raises safeguarding concerns must be recorded on CPOMs and the safeguarding team tagged immediately
- This includes child-on-child abuse, sexual violence, sexual harassment, and any behaviour that may indicate a child is at risk

### **Monitoring:**

The Safeguarding Team will regularly monitor behaviour logged on CPOMs and will report back to the Governors.

The SLT will review data to ensure:

- No groups of pupils are being disproportionately impacted by sanctions
  - Patterns and trends are identified
  - Appropriate interventions are put in place
  - Staff are applying the policy consistently
- 

## **16. Behaviour Pathway**

The behaviour pathway outlines the escalation process for managing behaviour:

1. **Reminder**
2. **Caution**
3. **Last Chance**
4. **Time Out**
5. **Follow up/Reparative Conversation**

(It may be appropriate to ask a Support Assistant or the Pastoral Inclusion Worker to prepare the child for the follow up/reparative conversation)

### **If further action is needed:**

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up/Reparative Conversation, then follow the guidelines below:

1. Speak to HT/SLT without the child present
  2. Speak to the child with HT/SLT present
  3. Parents phoned
  4. Parents called to school
  5. Internal exclusion
  6. Suspension
- 

## **17. Suspension and Permanent Exclusion**

### **Internal exclusion:**

**Internal exclusion** can be used to exclude pupils from the playground at break or lunchtime or if a pupil needs a longer 'time out' from the lesson to reflect on their behaviour.

- It is the decision of the SLT whether a pupil needs to be isolated, when, where and for how long

- Pupils need to be sent with their work to complete in an alternate classroom or SLT office space
- Parents/carers are to be informed as soon as possible and no later than the end of the school day by a member of the SLT

**Longer term internal exclusion** will be used in discussion with parents/carers where a child may be at risk of suspension and requires time to reflect on their behaviours. The SLT will ensure where and when this will take place and ensure the provision for the pupil during the day.

### **Suspension and permanent exclusion:**

In cases of extremely serious misbehaviour, suspension or permanent exclusion will be considered. A decision to suspend or permanently exclude a pupil will be taken only:

- In response to serious breaches of the school's Behaviour Policy
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

All suspensions and permanent exclusions will be at the discretion of the Headteacher.

In the event of the Headteacher making the decision to suspend or permanently exclude a pupil, Keelham Primary School will follow the procedure outlined in the DfE guidance:

### **"Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England" (September 2023)**

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## **18. Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil from our school
- Posing a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In the incidences above, the Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### **Sanctions and Disciplinary Action – Off-Site Behaviour:**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff.

Sanctions may be in the form of:

- Withdrawal of privileges
- Suspension
- In very serious cases, permanent exclusion

In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future

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## **19. Safeguarding Allegations**

Occasionally, allegations may be made against children by others in school, which are of a safeguarding nature. These need to be referred immediately to the Designated Safeguarding Lead (the Headteacher or Deputy Headteacher) who will follow procedures from the **Child Protection and Safeguarding Policy**.

All child-on-child abuse is taken seriously and will be managed in line with our Child Protection and Safeguarding Policy.

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## **20. Pupil Support Systems**

For pupils who are having persistent behaviour difficulties, the school will provide targeted pastoral support or mentoring by adults or peers.

Our SENDCo team will work closely with targeted pupils and their families. My Support Plans/behaviour plans will set small and achievable targets and possible resources and strategies will be identified.

All pupils regardless of gender, race, age, ability or disability have the right to feel safe and secure at school. We will encourage equal access to praise, incentives and rewards.

Staff will be alert to signs of bullying or racial harassment and will follow school procedures for dealing with such incidents (following Anti-Bullying Policy).

**Support available:**

- Pastoral support from class teachers and SLT
  - Mentoring by adults or peers
  - My Support Plans/behaviour plans
  - SENDCo support
  - External agency support (e.g. Educational Psychologist, SCIL Team, CAMHS)
  - Restorative conversations
  - Targeted interventions
- 

## **21. Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

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## **22. Links to Other Policies**

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

- **Child Protection and Safeguarding Policy**
- **Anti-Bullying Policy**

- **Online Safety Policy**
  - **Mobile Phone Policy**
  - **SEND Policy and Information Report**
  - **Equality Policy**
  - **Attendance Policy**
  - **Code of Conduct for Parents/Visitors**
  - **RHE Policy** (Relationships and Health Education)
  - **Staff Code of Conduct**
  - **Complaints Policy**
  - **Whistle-blowing Policy**
- 

## **23. Monitoring and Review**

This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy.

It will be reviewed **annually** and appropriate to new legislation or to the needs of the school.

### **Monitoring will include:**

- Regular review of CPOMs data
- Analysis of patterns and trends
- Monitoring of the use of restrictive interventions
- Monitoring of suspensions and permanent exclusions
- Feedback from staff, pupils and parents/carers
- Ensuring no groups of pupils are being disproportionately impacted by this policy

### **The governing body will:**

- Review this policy annually
  - Monitor the effectiveness of the policy
  - Hold the Headteacher to account for implementation
  - Review data on behaviour, suspensions, exclusions and use of restrictive interventions
- 

## **24. Contact Information**

### **School Address:**

Keelham Primary School  
Well Heads  
Bradford  
BD13 4HH

**Main Contact:**

**Phone:** 01274 832491

**Email:** [office@keelham.bradford.sch.uk](mailto:office@keelham.bradford.sch.uk)

**Safeguarding Team:**

**Designated Safeguarding Lead:** Mr R Hunter (Headteacher)

**Deputy DSLs:** Miss Waterhouse, Mrs Watson, Mrs Kopasz, Miss Thornton

**Email:** [safeguarding@keelham.bradford.sch.uk](mailto:safeguarding@keelham.bradford.sch.uk) (or [office@keelham.bradford.sch.uk](mailto:office@keelham.bradford.sch.uk))

**SENDCo Team:**

**Miss Rankin** (EYFS and KS1)

**Miss Shearn** (KS2)

**Mr R Hunter** (Headteacher)

**Email:** [send@keelham.bradford.sch.uk](mailto:send@keelham.bradford.sch.uk)

**SEND Consultant:**

**Anna Robinson**

**Email:** [arc@annarobinsonconsultancy.org](mailto:arc@annarobinsonconsultancy.org)

**Chair of Governors:**

**Mrs Taylor**

**Contact via:** [office@keelham.bradford.sch.uk](mailto:office@keelham.bradford.sch.uk)

**Local Authority:**

**Bradford Council LADO**

**Email:** [lado@bradford.gov.uk](mailto:lado@bradford.gov.uk)

**Safer Schools Officer:**

**PCSO 229 Emily McCormick**

**Email:** [Emily.Mccormick@WESTYORKSHIRE.POLICE.UK](mailto:Emily.Mccormick@WESTYORKSHIRE.POLICE.UK)

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**Application**

This behaviour policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

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**END OF POLICY**

