Behaviour Policy

Policy Owner:	Head Teacher
Amended:	January 2026
Reviewed by SLT:	January 2026
Approved by FGB	February 2026
Next Review:	January 2027

Objective

This policy sets out the framework for behavioural expectations at The Pines School. Children can only succeed in their learning when behaviour is positive. We believe that good behaviour stems from clear expectations. Where children meet these expectations, this will be recognised through praise and rewards. Where these expectations are not met, while we will take an approach that seeks to resolve issues, ultimately a range of sanctions are available and will be applied.

The school values are to 'Be Your BEST' where every member of the school community is encouraged to Believe in themselves, strive for Excellence, keep themselves and others Safe and work as a Team.



These values underpin our behavioural expectations. They are also taught explicitly and developed within the curriculum, including through assemblies and discussions with children. Our values are displayed in all classes and around the school.
At The Pines we recognise that each child is an individual and may have different early childhood experiences. Whilst this behaviour policy is a guide, we ensure that children who have difficulty managing their behaviour may have an individual approach including, when necessary, a BEST Plan that is written by the SENCO and/or Deputy Headteacher in consultation with class teachers, children and parents.

A Positive Approach

Positive relationships underpin the positive choices we encourage all children to make. We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are more likely to reach their full potential.

The core beliefs of The Pines School are that:

- Behaviour can change and that every child can be successful.
- A climate of praise is more likely to change behaviour than one of blame and punishment.
- Using a positive system of rewards will increase children's self-esteem and help them to achieve more.
- Celebrating success helps children to achieve more.
- Being aware of each child's needs and their individual circumstances helps us to act in the fairest way.

- We always consider the safety of other children and staff and minimise disruption while helping children learn self-discipline.
- Reinforcing good behaviour helps our children feel good about themselves.
- It is the behaviour which may be unacceptable and not the child.

The school will use a differentiated approach to rewards and consequences.

There will be 3 elements to our approach to behaviour:

STEP 1 Teaching	**STEP 2** Managing Low Level Behaviour *Examples of low level behaviours can be found in appendix 1.*	**STEP 3** Managing Serious Misbehaviour *Examples of serious misbehaviour can be found in appendix 1.*
We will proactively teach what good behaviour looks like through a variety of ways: Assemblies PSHE lessons Circle Time sessions Modelling good behaviour Discussions with children Zones of Regulation Clear expectations will be given using strategies from Steplab Positive praise will be given and rewards such as house points and certificates.	**TARGETED REMINDER** – remind pupil of expectations, praise examples of previous positive behaviour and provide opportunity to correct behaviour. **CONSEQUENCE** – If behaviour does not improve, pupil will be given reset time. This will enable the child to have 5 minutes with a timer to reflect on their behaviours and re-regulate. After this, they will have a repair conversation with their teacher. If they do not improve their behaviour, catch-up and reflection time will be given at break or lunch time with CT or SLT as an opportunity to catch-up on missed learning. Other consequences can also be used as appropriate. In EYFS/KS1, the consequence will be immediate where possible. **REFLECTION** – During this catch-up time, pupils will have time to reflect on their choices in an age appropriate way (see appendix 4)	**Follow STEP 2** If behaviour continues beyond 20 minutes, or escalates to unsafe or serious, SLT need to be notified and a consequence will be more significant. (See appendix.)
Zones of Regulation and using appropriate language and boundary stem sentences such as 'It is ok to…and It is not ok to…' will form the basis of all conversations with children around their behaviour**.** **Visuals and minimal language will be used to support SEND learners and children who are dysregulated.** **It is vital that adults complete the "repair" stage of the sequence.**		

Examples of consequences for both low level behaviours and serious misbehaviours can be found in appendix 3.

If behaviour becomes persistent, a referral may be made to the SEMH and Inclusion team in the Local Authority or to other agencies and professionals. Alongside this, the SENCO and/or DHT will become involved and may implement a BEST plan. There is also the option of placing a child on a report card which means there

will be daily communication with parents, with an expectation for the parent to sign this card as well. A report card and/or BEST plan will stay in place for however long the school deem it suitable and appropriate.

Positive Praise

The school will use a number of different ways to praise and reward children:

Headteacher's Award

Each week, every class teacher chooses one child in their class to receive the Headteacher's Award in Friday's celebration assembly. This award recognises positive attitudes to learning, effort and demonstration of the school values. The children are also rewarded with juice and biscuits with a member of SLT where they spend time talking about their achievements.

Progress and Values Certificates

At the end of each term, one child is nominated by each class teacher to receive a Progress Certificate to recognise exceptional progress in one or more subject areas. In addition to this, one child per class is nominated by their classmates to receive a Values Certificate to acknowledge their demonstration of the school's values.

House points

Every child in the school is assigned to one of four houses: Sir David Attenborough, Marcus Rashford, Emma Watson, Malala Yousafzai. Our houses were chosen by Year 5 and 6 children; the final choices were made to ensure representation of people who have made significant contributions to society from a variety of backgrounds and ethnicities. Children can be awarded house points for behaviour or work that is over and above the expected norm for that class or that individual. House points are collected on charts in each classroom and then added up each week by the Year 6 House Captains. The totals are announced in Friday Celebration Assemblies and the winning house for each half term is rewarded with a non-school uniform day or a different reward.

Once awarded, house points can never be deducted. They are intended to help staff focus on positive rather than negative behaviours and to link good behaviour and good work.

Class Dots

This is a whole class reward and can be awarded by any adult when the whole class demonstrates collectively good behaviour, or does something over and above the norm. Once a class has received 100 dots, they can then choose a collective reward such as a film afternoon.

Class rewards

Teachers can choose to have their own rewards in class such as table points or stickers if they feel this is useful and provided individual systems complement the whole school behaviour policy and ethos.

Break and Lunchtimes

All staff will follow the same systems at break and lunchtimes. All staff will praise positive behaviours with positive comments and house points. At the end of each lunch time, staff will chose five children to award positive tokens to for demonstrating positive behaviours. These token go into a collection and two tickets are pulled out during Friday Celebration assemblies and the chosen children join in with juice and biscuits. At the end of lunchtimes (or sooner if required), more serious incidents should be reported to the class teacher and/or SLT.

Serious Breaches of Policy and Serious Misbehaviour

For serious misbehaviour, there are various possible consequences. These are up to the discretion of the headteacher – please see appendix 3. Parents should be notified of any serious misbehaviour.

Restrictive Interventions

As is outlined in the use of reasonable force and other restrictive interventions guidance (effective 1st April 2026), all members of school staff have a legal power to use reasonable force in certain circumstances. These include preventing a pupil from: causing injury to themselves or others, committing a criminal offence, damaging property or causing disorder among pupils at the school. Schools should not have a 'no contact' policy. Seclusion should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. Pupils should be supervised at all times during a period of seclusion.

Our school aims to prevent the use of restrictive interventions by de-escalating situations and supporting children to re-regulate through minimal language, visual communication, access to nurture spaces and sensory rooms and with tailored strategies detailed in BEST plans for individuals who require different approaches to managing behaviour.

Any physical intervention will always only be what is considered to be Reasonable, Proportional and Necessary in the circumstances. The pupil's welfare will always be considered and staff will communicate to the pupil what is happening, why, and explain what the pupil needs to do. As per the guidance above, from April 2026, incidents of seclusion or restraint must be recorded in writing as soon as practicable after the incident and no later than the same day. Additionally, parents must be informed as soon as practicable after the incident.

Whilst legally any adult can use physical intervention in emergency situations, the school has members of staff who are trained in Price Training techniques and these staff will be called upon whenever possible. Price Training is an accredited provider of positive behaviour management training that equips staff to deal with challenging situations and behaviours through de-escalation techniques. A balanced approach to reducing risk is promoted whilst also providing medically risk-assessed techniques to intervene physically when other options are inappropriate or have not resolved the situation. Any physical intervention will always be using a minimum amount of force for the shortest amount of time. Children for whom Price Training approaches may need to be used as a specific approach to manage their behaviour will have details of this on their Best plan and their handling plan.

Cyber-bullying and Breaches of Online Safety (please see section 6.2 of Online Safety Policy)

There must always be 2 adults present

The headteacher, and any member of the leadership team can carry out a search and confiscate any electronic device that they have reasonable grounds for suspecting:

- Poses a risk to staff or pupils, and/or
- Is identified by the school as a banned item for which a search can be carried out, and/or
- Is evidence in relation to an offence

Banned items:

- Cigarettes and Vapes
- Knives
- Lighters and Matches

(This list is not exhaustive)

Before a search, if the authorised staff member is satisfied that they have reasonable grounds for suspecting any of the above, they will also:

- Make an assessment of how urgent the search is, and consider the risk to other pupils and staff. If the search is not urgent, they will seek advice from the headteacher / DDSL. Explain to the pupil why they are being searched, how the search will happen, and give them the opportunity to ask questions about it
- **Parents will be notified before the search takes place**
- Seek the pupil's co-operation

If a staff member **suspects** a device **may** contain an indecent image of a child (also known as a nude or semi-nude image), they will:

- **Not** view the image

Confiscate the device and report the incident to the DSL (or equivalent) immediately, who will decide what to do next. The DSL will make the decision in line with the DfE's latest guidance on screening, searching and confiscation and the UK Council for Internet Safety (UKCIS) guidance on sharing nudes and semi-nudes: advice for education settings working with children and young people

Suspension or Permanent Exclusion

The decision to exclude or suspend a pupil will be taken in the following circumstances:

- In response to a serious breach of the School's Behaviour Policy.
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school
- If allowing the pupil to remain in school would result in a significant risk of them causing harm to themselves
- Persistent disregard for the School's Behaviour Policy

There are 3 types of suspension/exclusion:
1. lunchtime (where the child must leave the school site for the lunchtime period – this will be recorded as a half day suspension)
2. suspension (where a child is suspended from the school for one or more fixed periods (up to a maximum of 45 school days in a single academic year)
3. permanent exclusion (where the child is removed from the school roll)

A part-time timetable should not be used to manage a pupil's behaviour and must only be in place for the shortest time necessary. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised.

When considering or reviewing a suspension, the Headteacher and Governing Body will use the DfE guidance, *'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' – Updated 2024*
and complete an exclusions form provided by Bracknell Forest. Parents should be notified immediately and if the child has a social worker they should be notified as well.

Permanent exclusion should only be used as a last resort, in response to 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 or welfare of the pupil or others in the school.

Only the Headteacher has the power to exclude a child from school although this power can be assigned to the Deputy Headteacher for a period of time if done so in writing e.g. if the Headteacher is going to be absent for a number of days and this will be included in the Deputy Head job description.

The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. If the Headteacher suspends a child, they will inform the parents immediately with the following information and the reasons for the exclusion:

- the period of a fixed period suspension or, for a permanent exclusion, the fact that it is permanent
- parents' right to make representations about the suspension to the governing body and how the pupil may be involved in this
- how any representations should be made
- where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting

Any child suspended on a fixed term basis will be re-admitted into the school after a re-integration meeting has been conducted with parents and other relevant personnel. In some cases, it may be necessary to complete a Risk Assessment prior to a child being re-admitted. Where there is paperwork associated with this process, copies are given to the parents/carers and saved in the child's file/CPOMs.

These mechanisms will seek to meet the needs of the suspended child as well as ensure the effective education and/or safety of other children is not jeopardised.

Special educational needs, disabilities, medical conditions and vulnerabilities

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, school staff will consider them in relation to a pupil's SEND, although recognising that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, Headteachers will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010).
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014).
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies.
- As a part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. This may include approaches such as:
  - Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
  - Using minimal language and visuals to support SEND learners to understand expectations.
  - Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
  - Adjusting uniform requirements for a pupil with sensory issues.
  - Training for staff in understanding conditions such as autism.
  - Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, school staff will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- If the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.
The Headteacher will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Where Governors are asked to admit a child with known significant social, emotional, mental health needs (as outlined in the DfE's Code of Practice 2015), admission will not be agreed until a detailed Risk Assessment is completed with all involved parties. This is so that the effective education and/or safety of children already on roll are not placed at undue risk.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The special educational needs co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, school staff will liaise with external agencies and plan support programmes for that child. School staff will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the Headteacher will cooperate with the local authority and other bodies.

If school staff have a concern about a pupil with an EHC plan's behaviour, the Headteacher will make contact with the local authority to discuss the issues. If appropriate, the Headteacher may request an emergency review of the EHC plan.

Roles and responsibilities of Parents and Carers

Parents/Carers have a vital role to play in their children's education. It is very important that parents/carers support their child's learning and co-operate with the school. We are very conscious of the importance of having strong links with parents/carers and good communication between home and school. Thus, the school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

The School Values and Behaviour Policy are shared on an annual basis with all parents and as part of the Induction Process to new families. It is our expectation that all parents support the school fully in its implementation of this Policy.

If the school applies a sanction to a child, parental support is expected. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. A phase leader may then be involved and, if the concern remains, they should contact the Deputy Headteacher and Headteacher. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented. (Please refer to the School's Complaints Procedures)

All school staff have a responsibility to uphold the Behaviour Policy. Staff at The Pines School are positive, enthusiastic and have high expectations in terms of both learning and behaviour. They foster a sense of self-esteem in all children, linked with an understanding of the needs of others. They encourage a calm and responsive atmosphere, avoiding shouting. They are aware that good classroom organisation is key to good behaviour and that the provision of a high quality curriculum through interesting and challenging activities influences behaviour.

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for making any exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

The Governing Body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

This policy should be read alongside:

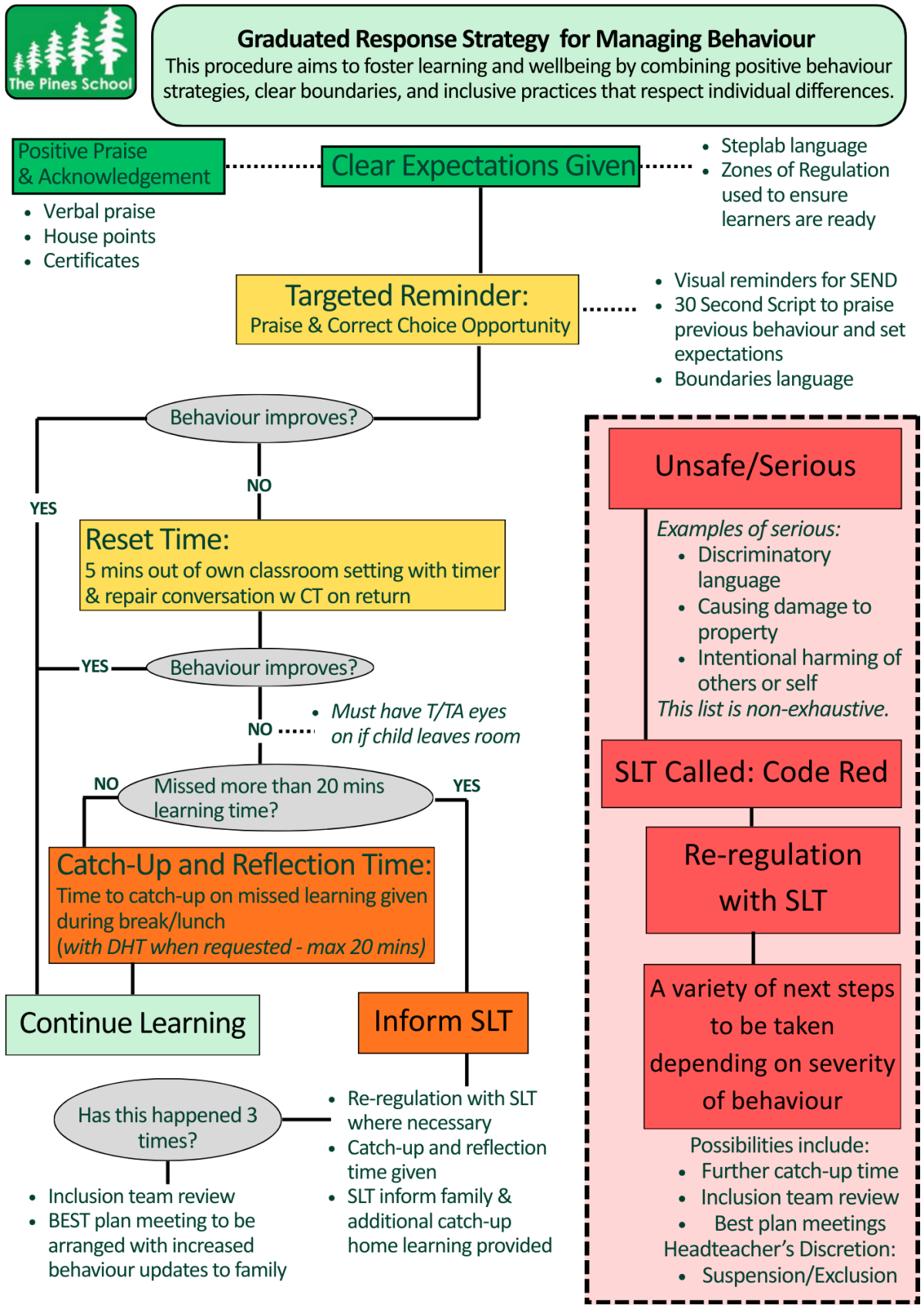
- Suspension and permanent exclusion guidance and policy
- Use of reasonable force and other restrictive interventions guidance
- Behaviour in Schools guidance
- Anti-Bullying Policy
- Complaints policy
- Online Safety Policy
- Mobile Phone policy

Any searching of pupils will be carried out in line with:

- The DfE's latest guidance on searching, screening and confiscation
- UKCIS guidance on sharing nudes and semi-nudes: advice for education settings working with children and young people

as well as other key guidance for schools such as the Department for Education 2015 Guidance Supporting Pupils at school with medical conditions, 2024 Guidance Keeping children safe in education, 2018 Guidance Mental health and behaviour in schools, 2017 Guidance Preventing and tackling bullying, Use of reasonable force (reviewed 2025) and the 2024 Prevent strategy.

Appendix 1a. Graduated response to managing behaviour (using steps from table above.)



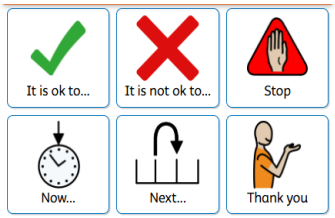
Appendix 1b.

This is not an exhaustive list and other behaviours maybe seen.

Examples of Low Level Behaviour (Reset time to be given)	**Examples of Serious Misbehaviour (Unsafe/Serious behaviours - SLT called: Code Red)**
When done repeatedly Swinging on a chair Repeatedly tapping pencil, ruler etc. Shouting out in class Making unnecessary noise Disturbing other learners Work avoidance Inappropriate verbal responses Anything which interferes with the flow of the lesson If the child does not correct their behaviour despite the reset time, they will be given catch-up and reflection time. If this becomes persistent, follow consequences for serious behaviour.	Deliberate and malicious physical violence towards another person Stealing Deliberate and provocative racist and homophobic comments Leaving the school grounds without permission Rudeness or insolence to a member of staff Deliberate damage to property Throwing furniture or equipment with intent, or recklessness as to harm Bringing a dangerous weapon into school Sexual harassment Bullying Cyber-bullying Breaches of online safety policy

Appendix 2.

Examples of stem sentences to use with children and visuals

Reminder Examples 	It is ok to…It is not ok to… I noticed that you are running. Our school rules say that we do not run inside. Do you remember last week when you…(remind chn of a positive behaviour). That's the…I need to see today. I need you to… Thank you for listening. I can see that you are finding it difficult to focus on your learning. Please show Mr/Mrs X you are listening by looking at the board. I noticed that you are swinging on your chair. One of school values is 'safe' and it is not safe to swing on your chair. Please sit properly.
Regulate Examples	I have noticed that are still tapping your pen on your table and I have asked you to stop. Would you like to have a look at the Zones of Regulation to help you regulate your feelings? It looks like you are still finding it tricky to ignore X next to you. I have already asked you to let them get on with their work. Please keep your hands to yourself. I have noticed you have said an unkind word to X again. This is not following our school values of keeping everyone safe and working as a team. Would using the Zones of Regulation help you work out how you are feeling?
Reflection Examples Some children may benefit from some time away from the situation for reflection or a 'brain break'.	I am wondering if you are in the yellow zone and whether it would be helpful for you to have 5 minutes outside the classroom to re-set your brain so you are ready to learn? It looks to me like you are finding it difficult to refocus on your learning so I wonder if you would find it useful to take a message for me to Mrs X to help you regulate your feelings?

Repair Examples Ensure the situation is repaired by reaffirming the positive relationship between adult and child. It may be necessary for the relationship between two children to also be repaired.	I am sorry that you were feeling worried earlier. How are you feeling now? How can I help you to put things right? How did it make X feel when you…? I was frustrated that you did not follow my instructions to start with but I am pleased that we have now sorted out the situation. Thank you for coming and talking to me and listening. If you feel X again, what could you do differently?

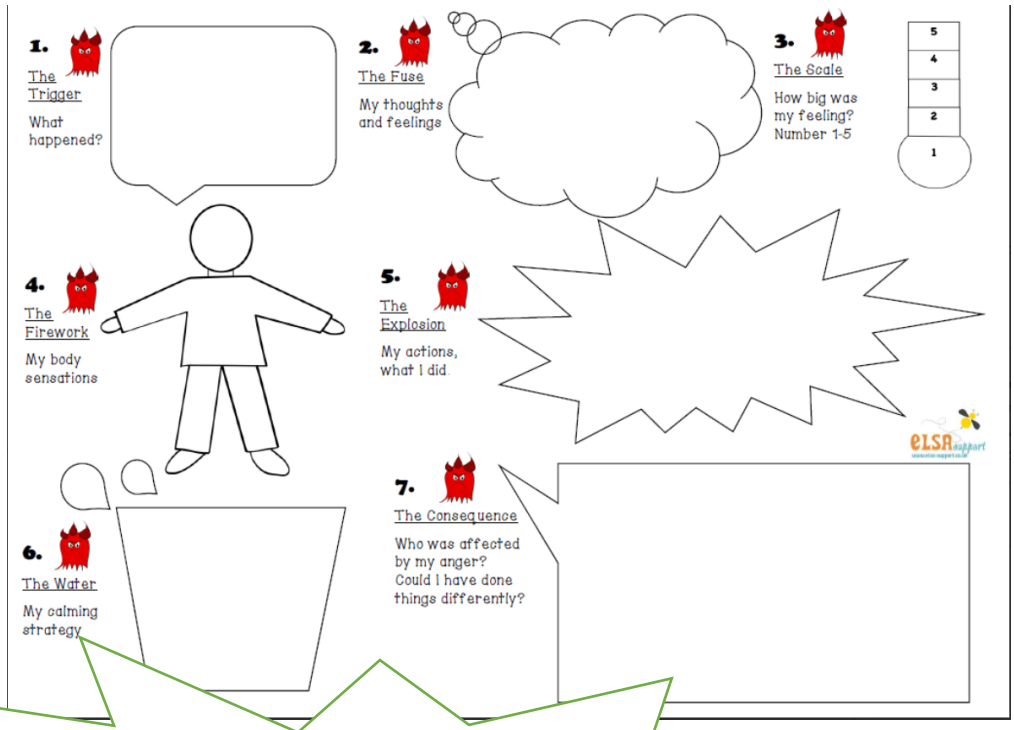
Appendix 3.

Examples of Consequences

	Low Level Behaviour	Serious Misbehaviour
Initial action	Targeted reminder to be given (allowing time for the child to correct their behaviour) followed by a reset time (5 miutes) if they do not correct their behaviour. Catch-up time to be given at lunch time if behaviour continues.	Code red to be called (SLT) for serious misbehaviour and a more serious consequence may be necessary.
Possible consequences	Asking the child to move within the classroom Child goes to another class for 5mins Child sits at table outside classroom for 5mins Asking the child to move away from the situation Missing 5-10mins of break/lunch to complete work that has not been completed Informing a parent (this is not a requirement but an option)	Missing time from break or lunch time with class teacher or member of the leadership team Missing break or lunch times with tpeers for a period of time Completing work in a different location within the school Informing a parent Suspension Permanent Exclusion
Staff involved	Class teacher Any other member of staff dealing directly with the child	Class teacher SLT

Consequence chosen should reflect the individual child, the circumstances and the nature of their misbehaviour meaning that professional discretion is applied in all situations.

Appendix 4
Examples of reflections sheets R Drive-ELSA-01Pastoral Go tos



ANGER REFLECTIONS

M T W T F S S

DATE:

What happened?

How angry did it make me feel?

Annoyed	1	2	3	4	5	Furious

How did I react?		What were the consequences?

How could I have dealt with the situation differently?