Local School Protocols for Beverley St Nicholas Primary School October 2025 – Behaviour v3.docx

This LSP sets out our approach to promote positive behaviour in our school. The procedures and guidance in this document provide a consistent approach across the school and enables pupils, parents and staff to understand our approaches to the management of behaviour . It is also recognised that for some pupils, variance on these procedures will be made to meet specific social, emotional, learning or other needs. Our policy is based on a restorative approach, positive reinforcement and the teaching of good behaviour.

Restorative Practice

We encourage children to take responsibility for their actions. We want them to understand that sometimes things go wrong and when they do go wrong it is important to put things right or to make up for what has happened. We will give those that are feeling hurt a chance to explain how others' actions have made them feel and the emphasis is very much on making sure that the children understand that the incident will be dealt with fairly. We hold regular 'check ins' and 'check outs' so that all children can have a voice and their contribution can be valued by all in the class. We encourage the use of restorative circles when there has been any kind of conflict/disagreements and all staff are trained in and expected to facilitate these. Notes from restorative circles should be recorded on CPOMS.

We have a relational approach to behaviour. We recognise some pupils struggle to know what appropriate behaviour for their age is and need behaviour support rather than behaviour management. It is essential that we, as a school community, strive to build positive relationships with all our pupils. We seek to establish an environment where all the feel safe and cared for and pupils develop trust in the adults that work with them. Positive adult-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Behaviour curriculum

Positive behaviour will be taught to all children as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly and moving around the school in an orderly fashion. By taking a consistent approach we introduce and embed, age appropriate, key habits and routines,. Additionally, consistent and clear language is used when acknowledging positive behaviour and addressing misbehaviour. Adjustments may be made to routines for pupils with additional needs, where appropriate and reasonable. These adjustments may be temporary.

School Rules

Our aim is to create a positive community ethos where we notice, reward and encourage children who are achieving well. We believe that all stakeholders should share responsibility for the children in our care, and we recognise that parents play the most important role in teaching children about ways of behaving. Therefore, school aims to work collaboratively with parents so the children receive consistent messages about positive attitudes, courtesies and disciplined behaviour.

We believe that positive behaviour should be rewarded to acknowledge the behaviour we expect; inappropriate behaviour should be dealt with consistently and fairly. The expectation is that all children will behave in an appropriate manner to the situation. Good behaviour in school means that everyone in school is:

- Kind
- Polite
- Friendly
- Helpful
- Respectful
- Tolerant
- Hard working
- Careful
- Responsible

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We focus heavily on our four key values which are respect, resilience, community and nurture and encourage the children to demonstrate these on a daily basis.

Class Rules/Charter

Each class will have its own class charter which the class create and agree on together and is written in age appropriate language. These are referred to regularly by the staff in classrooms and in assemblies, at lunchtimes etc. so that children are very familiar with them and what they mean in practice. These are agreed by the whole class during the first week back at school in September and displayed prominently for regular reference.

Expectations of our School Community

Senior Leadership Team	• To implement and monitor the Trust Behaviour Policy and the LSP • Set high expectations through consistently modelling the school's values • Strive to ensure all pupils work to the best of their ability • Ensure the health, safety and welfare of all pupils • Keep detailed records of all reported serious incidents, including all forms of child on-child-abuse including sexualised behaviour, bullying and racism
All Staff	• To model the behaviours you wish to see • To be consistent in dealing with pupils, parents and adults in general • To encourage the aims and values of the school and local community, among the pupils • To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support • To encourage regular communication between home and school • To respect pupils and be consistent • To set high expectations, clear boundaries and regularly agree classroom and behaviour expectations • To use agreed rewards and, where necessary sanctions, consistently
Pupils	• To respect, support and care for each other, both within school and the wider community • To listen to others and respect their opinions • To attend school regularly, on time, ready to learn and take part in all activities • To take responsibility for their own actions and behaviours • To follow the school rules as instructed by all members of staff throughout the day • To be respectful of others, regardless of differences; for example, race, gender, religion, disability, sexualisation and age
Parents and Carers	• To be aware of, and support, the school's values and expectations • To ensure that pupils attend regularly and on time for the school day • To take an active and supportive interest in their child's work and progress • To respect, model and support the aims and values of the school

Rewards

The LSP is based on positive reinforcement. Pupil reward systems are linked to desired behaviours. These can include:

Special or sustained effort made in learning	An act of kindness	Showing politeness or courtesy
Following the school rules	Displaying positive learning behaviours	Excellent or improved work
Good attendance or punctuality	Teamwork	Community work
Displaying resilience	Demonstrating respect towards other members of our community	*Class specific targets as appropriate

Specific verbal praise is the most powerful way in which pupils are given positive feedback which reinforces desired behaviours. Pupils can also earn dojo points or other rewards such as:

Time to shine certificates	Stickers	St Nicks Badges
Values certificates	A phone call home to share good news	Whole class prizes or rewards
Individual prizes	Celebration assemblies	Sharing learning with other members of staff - SLT

Dojo points can be saved by children and exchanged for rewards/prizes in the St Nicks Swap Shop.

Sanctions and consequences

In our school we use a restorative approach to resolving and repairing conflict and tackling challenging behaviour. All consequences have a learning outcome and aim to teach children that there are always repercussions for poor choices and inappropriate behaviour. Our goal is to help the children learn to make informed and positive decisions and to choose a better way. If a child does make poor choices, whether it is deliberate or unintentional, the school behaviour steps consequence system is in place to ensure we maintain a safe and positive learning environment for all pupils. Sanctions are used in line with policy as appropriate to the situation and/or circumstance of the behaviour (or the age/need of the pupil). If pupils with additional needs struggle to meet behaviour expectations, we will support them in being able to do so. This does not mean that sanctions will not be applied, alongside learning, intervention, and support.

The consequence system ensures positive classroom behaviour is promoted and pupils have many opportunities to stop the undesired behaviour and are supported to make the right choice. (See appendix 1). Each classroom has a consequence system displayed, age appropriate, in a prominent place to enable SLT to support the teacher / support staff.
At any point, in the case of extreme behaviour that shows no sign of improvement, consequences may be escalated.

We approach 'every session' as a new morning or afternoon session. If there are concerns around a child's repeated behaviours we would consider setting up regular communication with parents in order to keep them fully informed and involved.

Sanctions and Consequence Adaptions

When dealing with individual cases, staff will:

- Consider whether the sanction is proportionate, the age of the pupil and whether there are any relevant special considerations such as Special Educational Needs or Disability. This should include considering where there may be an unidentified unmet SEND need
- Consider whether any assessment of underlying factors of disruptive behaviour is needed

Removal from the classroom

Following the use of consequence system there may be rare occasions that a pupil is asked to leave their classroom; if their behaviour becomes challenging or unsafe and low-level adult intervention has not been successful. The pupil may be asked to work in a partner class for the rest of the session and return after a reintegration discussion. Additionally a pupil may be removed to support the regulation of their emotions, with an appropriate adult, before returning. On rare occasions, where a pupil fails to respond to repeated warnings and reminders to improve an aspect of behaviour which significantly disrupts the learning of others, or more serious misconduct, where the use of progressive warnings is not appropriate, they could be removed from class to spend a limited time in an alternative area of the school. The use of removal allows for the continuation of the pupil's education in a calm environment, with an appropriate adult and access to appropriate resources, allowing the pupil to regain composure in a safe space. Following the removal from class the parents will be informed, and a reflection opportunity will be facilitated with the pupil focusing on how to prevent a re-occurrence .

Prohibited items, searching pupils and confiscation

Head teachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed, in line with the school's Physical Intervention Policy.

[The model list below was created using the DfE's 'Searching, Screening and Confiscation' guidance. To search for any items not prohibited by school rules, staff will require the consent of the pupil being searched.

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or

- To cause personal injury to any person, including the pupil themselves; or
- To damage the property of any person, including the pupil themselves.]

Schools should identify other banned items in their rules which may be searched for under the schools' statutory power. The following list is an example only and must be amended to reflect your school's rules. The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- Mobile Phones
- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

Use of mobile phones

We follow government advice in relation to pupils' use of mobile phones on the school site: 'By removing mobile phones from the school day, we can create a safe space where pupils are protected from the risks and dangers associated with social media and cyberbullying, as well as the peer pressure and possible stigma associated with owning what are often expensive devices. This is why we are determined that all schools should prohibit the use of mobile phones throughout the school day – not only during lessons but break and lunchtimes as well.' Therefore we operate the following approach, for Years 5 and 6 who are permitted to bring mobile phones into school: Mobile phone must be handed in on arrival – we appreciate pupils may require access to their mobile phones before and after school, but we do not want pupils to have access to their mobile phones throughout the school day.

On entry to the school each pupil must hand in their device to a named staff member, and these are then collected at the end of the school day.

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, our schools will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

We will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

In addition to this, our school will:

- Utilise the services of our four trained ELSA TA's
- Have the role of nurture manager In place and use this to support the needs of children
- Take up the services of TLG coaches to support pupils In Year 6
- Use the support of TLG therapeutic counsellor to help us to meet the needs of our pupils
- Have two designated areas In school where children can access support for SEMH Issues - The Ark and The Den.
- Training being offered to all staff about Trauma Informed Schools

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All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH related difficulties that could affect their behaviour.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a child's SEND. If it is deemed that a child's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.
Where a child is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.
The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a child whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues or relevant medical condition
- Training for staff in understanding autism, ADHD and trauma.
- Having risk assessments and positive handling plans in place which help to identify personalised de-escalation strategies
- High needs panel advice will be sought if appropriate

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route(unless they are at risk of causing harm to themselves or others)
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".]

Positive Handling

Many of our staff are team teach trained. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

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

Incidents of reasonable force using Team Teach techniques must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. A risk assessment and positive handling plan will be into place for any children requiring this kind of intervention. All incidents involving the use of team teach must be recorded on the appropriate form.

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.
The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The head teacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.
Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Record Keeping

General Record Keeping

All Incidents where a sanction has been Issued are recorded on CPOMS. Staff are asked to record a factual record free from personal opinion as soon as Is practical after the Incident.

Bullying

There are headings on CPOMS for recording allegations of bullying and It Is expected that all Investigations Into alleged bullying are recorded on CPOMS.

Racist incidences

These are also recorded on CPOMS using the relevant category and a record Is also kept by the SLT of these.

Appendix 1
BSN Behaviour Steps

The aim of this is for consistency within and between classes, so that responses to behaviour are the same whichever the member of teaching staff is.
The steps will work as follows:

Step	Consequence	Action	What does this step look like - examples are not exhaustive
B1	Friendly warning	Verbal	Low level behaviour that has been noted for the first time • talking in class • distracting others • rudeness • refusing to complete work • swearing
B2	Initial on the chart on teachers desk.. Restorative chat with teacher referring to the charter.	Written on chart without interruption of lesson. Chat at a time convenient with teacher	Continuation of the behaviour. • repeated evidence of B1 behaviours despite consequence • leaving classroom without reason • moving around the room without reason • causing disruption • Damage to property

			• rough play
B3	Missed breaktime/lunchtime/time in reflection room	Possible email or phone call to parents depending on who they are/whether first offence	Further continuation of behaviour • repeated evidence of B1 and B2 • physically hurting others • intentional inappropriate touch
B4	Headteacher or Deputy Headteacher informed	Possible internal isolation or removal from classroom. Phone call home from member of SLT.	Further continuation after all of the above steps. • repeated evidence of B1, B2 and B3 • Acts of unprovoked physical violence • Attempting to leave the school premises • Prejudicial incidents
Sanctions to be put in place as appropriate for persistent breaches of the behaviour policy • Meeting with parents with a member of SLT • Behaviour chart to monitor over a set period of time • Meeting with external agencies as appropriate • Missing lubs at the discretion of the headteacher • Lessons in seclusion from the class; the pupil will earn back the right to go back into class . • Seclusion at lunchtimes • Behaviour contract • Behaviour management plan •Involvement of the trust high needs panel and possible circuit break at an alternative school **.F**ixed term suspensions Permanent exclusion			

Start afresh in the afternoon and the next day (though the missed breaks can carry over to the following day).
For more serious behaviour, any of the sanction steps can be skipped and go straight to a higher sanction.
Any internal isolation discussed with headteacher or deputy headteacher
B3 and B4 incidents must be logged on CPOMS. Staff are advised to log lower level incidents as well to help build the bigger picture.