



BEHAVIOUR POLICY V6.1 (2026)

MANAGEMENT LOG

Document	Behaviour - local procedures
Author	Kate Hall
Person responsible for the document	Headteacher
Date approved	1 September 2025 (Edited April 2026)
Date issued	4 September 2025 (Edited April 2026)
Review period	Annually
Next review	Autumn 2026
Reviewer	Chief Executive Officer as actioned by the policy committee

DOCUMENT HISTORY

Version	Date authored	Author	Date approved	Date issued	Comments
V1	September 2019	Kate Hall	16 September 2019	16 September 2019	To secure our academies application of the behaviour policy
V2	April 2021	Kate Hall	19 April 2021	19 April 2021	Review of our academy's application of the behaviour policy
V3	July 2022	Kate Hall	4 July 2022	4 July 2022	Review of our academy's application of the behaviour policy
V4	July 2023	Kate Hall	20 July 2023	1 September 2023	Review of our academy's application of the behaviour policy
V5	September 2024	Kate Hall	31 August 2024	2 September 2024	Review of our academy's application of the behaviour policy
V6	September 2025	Kate Hall	1 September 2025	4 September 2025	Review of our academy's application of the behaviour policy



Scotholme Primary School

V6.1	April 2026	Sean Hall	To be approved by Governors		Alterations relating to <u>Restrictive interventions - April 2026</u>
------	------------	-----------	-----------------------------	--	---



This policy should be read alongside the SHINE MAT Behaviour Policy (Part One), which sets out the Trust's overarching principles, statutory duties and expectations.

1. BEHAVIOUR LEADS

- Kate Hall (Headteacher (HT))
- Carl Hollis (Deputy headteacher (DHT))
- Sean Hall (Assistant headteacher (AHT))
- Lucy Bowden (SENCO and Foundation lead (FS))
- Kaitlin Marsden (Key Stage One lead)
- Adam Newton (Key Stage Two lead)

2. LEGISLATION AND STATUTORY DUTIES

Scotholme Primary School follows the statutory requirements outlined in the SHINE Multi Academy Trust Behaviour Policy Part One. This includes ensuring that our behaviour procedures are consistent with the School Standards and Framework Act 1998, the Education and Inspections Act 2006, the Equality Act 2010, and Article 12 of the United Nations Convention on the Rights of the Child. This policy will be reviewed annually.

This policy should be read alongside *Keeping Children Safe in Education (KCSIE 2025)*, which sets out statutory requirements for safeguarding, including child-on-child abuse, sexual violence and sexual harassment, online safety, and staff responsibilities.

3. OUR AIMS

- To build a community, based on respect and strong relationships, which values kindness.
- To create an exceptional culture of good behaviour for learning and development.
- To ensure everyone in school enjoys, is challenged by and takes pride in their work.

3. OUR BELIEFS

- 1) We believe that positive relationships are the foundation stone of success. To support this, we focus on developing character strengths through all aspects of school life.
- 2) We believe that it is important that our children learn to manage their emotions and develop self-regulation. We use Zones of Regulation to help us to do this and to allow us to change the way we react in different situations.
- 3) All children are taught to develop tolerance, empathy and understanding towards others.
- 4) Everyone is expected to show respect to everyone else.
- 5) We believe in promoting British Values: democracy, the rule of law, individual liberty, mutual respect and tolerance towards others.
- 6) We learn about the protected characteristics and work to understand diversity and why we should avoid discrimination.



- 7) We encourage all children to think about and understand the consequences of their behaviour.
- 8) Everyone in our school is expected to show highly effective learning behaviour in all areas of the curriculum. Therefore, classroom routines support a hardworking ethos, ensuring that all children have the very best opportunities to learn.
- 9) All adults in school follow the same approach to behaviour management. This provides continuity and consistency for everyone.
- 10) Our staff understand that children cannot be defined by their behaviour.
- 11) Adults in school strive to understand the children for who they are and respect their individual needs.
- 12) Everyone is entitled to enjoy coming to school.
- 13) There are firm boundaries in place, which everyone is expected to adhere to. We recognise that some children may need the support of an adult to do this.
- 14) We recognise that good behaviour deserves positive recognition.
- 15) We believe that parents should be involved when there is an issue with a child's behaviour, so that we can work together to support that child.

4. OUR SCHOOL RULES

- **We care for everyone and everything.**
- **We always use good manners.**
- **We follow instructions to help us to make the right choices.**
- **We take responsibility for our own learning and behaviour.**

OUR BEHAVIOUR CURRICULUM

Our school values, Learning Habits, Thinking Skills, Zones of Regulation and Scottholme Way combine to develop the values, habits, routines and character of our children to help them develop into positive, successful, confident members of society.

5. OUR VALUES AND CHARACTER STRENGTHS

We have 5 values that we develop throughout our time at Scottholme:

- Pride
- Empathy
- Tolerance
- Understanding
- Respect (which is also linked to our character development in Commando Joe lessons):
 - Respect
 - Empathy
 - Self-awareness
 - Passion
 - Excellence
 - Communication
 - Teamwork



6. ZONES OF REGULATION

We use Zones of Regulation to create a common language across school to help children develop the ability to talk about how they are feeling and devise strategies to help themselves regulate.

The ZONES of Regulation®

<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

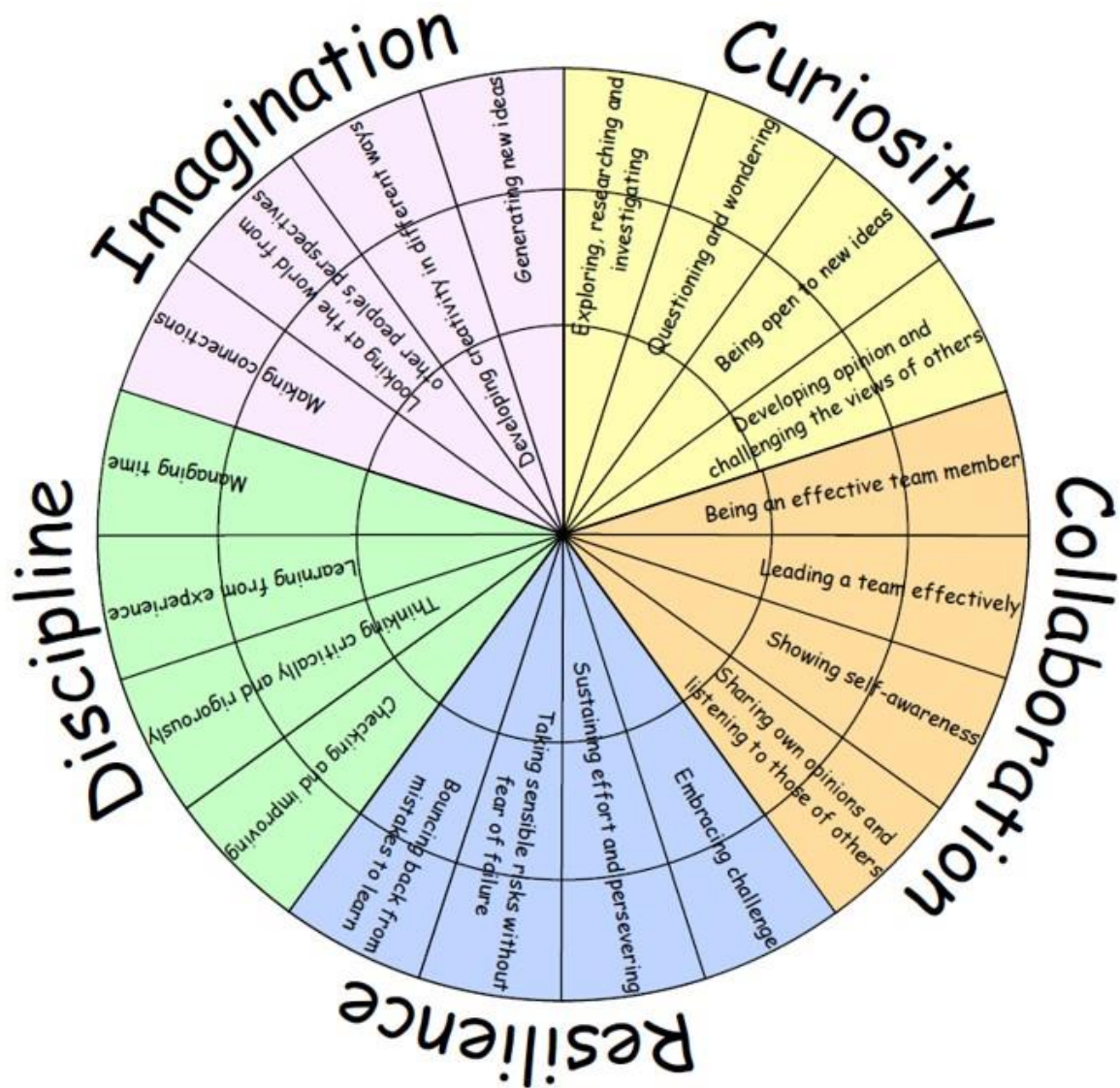


7. LEARNING HABITS

Children discuss the Learning Habits that they will use in each and every lesson.

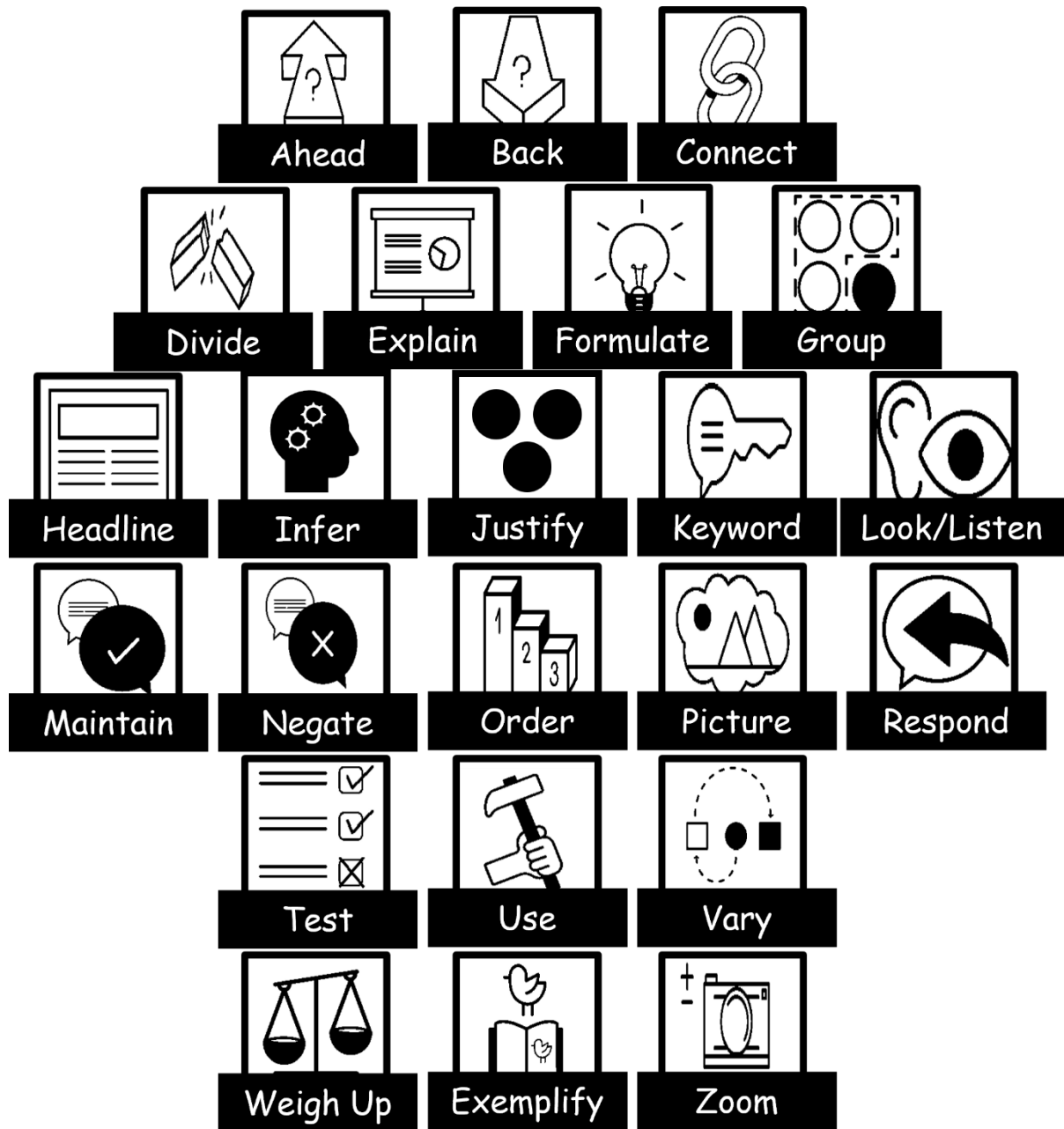
Our 5 Learning Habits are:

- Collaboration
- Curiosity
- Discipline
- Imagination
- Resilience



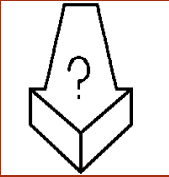
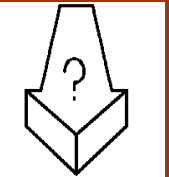




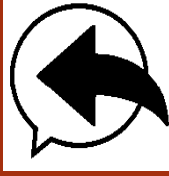

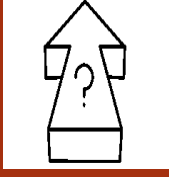


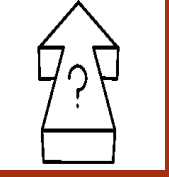





8. THINKING SKILLS

We develop Thinking Skills throughout school to help the children to think about how they are thinking and learning.



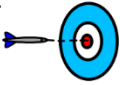

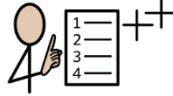





9. SOLVING PROBLEMS USING THINKING SKILLS

Children are given the opportunity to solve issues that arise in a constructive manner using the Thinking Skills. It is slightly simpler for the younger children:

FOUNDATION and KEY STAGE 1	KEY STAGE 2
	
<p>Think BACK. What happened?</p>	<p>Think BACK. What happened?</p>
	
<p>EXPLAIN why?</p>	<p>EXPLAIN why?</p>
	
<p>LOOK at and LISTEN to the other person</p>	<p>LOOK at and LISTEN to the other person</p>
	
<p>How are you going to RESPOND?</p>	<p>How are you going to RESPOND?</p>
	
<p>How are you going to move AHEAD?</p>	<p>WEIGH UP your actions.</p>
	
	<p>How are you going to move AHEAD?</p>
	
	



10. THE SCOTHOLME WAY

<p>OUR AIMS:</p> <ul style="list-style-type: none"> • To create an exceptional culture of good behaviour for learning and development. • To ensure everyone in school enjoys, is challenged by and takes pride in their work. • To build a community, based on respect and strong relationships, which values kindness and understanding and thrives on consistency. 	<p>OUR GUIDING PRINCIPLES:</p> <ul style="list-style-type: none"> • Positive behaviour management is everyone's business. • What we permit, we promote. • Good practice is taught and modelled consistently. • A rising tide lifts all ships - high expectations • Learning to self-regulate our behaviour and emotions is at the heart of everything we do. 	<p>OUR SCHOOL RULES:</p> <ul style="list-style-type: none"> • We care for everyone and everything. • We always use good manners. • We follow instructions to help us to make the right choices. • We take responsibility for our own learning and behaviour. 	<p>OUR RELATIONSHIPS:</p> <ul style="list-style-type: none"> • We praise in public (PIP) and counsel in private (CIP). • We believe in our pupils so much that we won't accept anything less than their best. • Emotional constancy - we gain trust and build strong relationships by regulating our emotions. • We strive to create psychological safety everywhere in our school. 
<p>OUR POSITIVE FEEDBACK:</p> <ul style="list-style-type: none"> • Precise, evidence-based praise • Development of intrinsic motivation to do the 'right thing' • Encouragement for effort • Sharing our work with others • Peer Recognition Board • Sports awards 	<p>OUR SANCTIONS:</p> <ul style="list-style-type: none"> • Reflection - time to problem solve the issue • Reminder of the Scottholme Way • Verbal warning - scripted • Time out • Work in a different space • Reparation • Formal meeting with parents • External agency referral • Escalation in line with Shine Policy* 	<p>OUR COLLABORATIVE SOLUTION:</p> <ul style="list-style-type: none"> • Children will do well if they can - our job is to find out how we can best support them, by involving them in finding their own solutions: • Find stressors → Reduce them • Find unmet needs → Meet them • Find skill deficits → Teach them 	<p>OUR SKILLS:</p> <ul style="list-style-type: none"> • Oracy • Listening • Problem solving • Using strategies to support self-regulation • Voicing our opinions • Respecting the opinions of others • Tolerance • Understanding 



ADDITIONAL TO SCOTHOLME WAY

- Wonderful walking:
 - Children walk with their hands in front of them (not in their pockets) around school, looking in the direction of movement.
 - Walk to the left where possible to allow others to pass.
 - Children walk out of assembly in the same manner, one row at a time from the front - the children manage this.
 - Teachers will position themselves in the position that gives them the greatest visibility.
- We re-visit classroom routines and whole school routines, especially after a holiday.
- When changes to the school timetable happen e.g. because of sports day or a visit, children are given notice about this and any children who may struggle will receive extra information or support to allow them to reduce their own anxiety or stress.
- We use Now and Next boards and Visual Timetables to help children regulate.
- We will adapt reactions and consequences depending on the need of individual children. We endeavour to communicate this with parents so that they can maintain consistency.

11. REMOVAL FROM CLASSROOMS

Rationale

In line with the Department for Education's *Behaviour in Schools: Advice for Headteachers and School Staff (2024)*, the removal of a pupil from the classroom is a **serious and carefully regulated sanction**. It is used only when necessary to maintain the safety, wellbeing and learning of all pupils, and when other classroom strategies have not been successful or when behaviour is so serious that immediate removal is required.

This provision is consistent with our commitment to creating a calm, safe and supportive learning environment across Scottholme and the wider SHINE Multi Academy Trust. While we prioritise relational and preventative approaches, sanctions remain available and are applied in accordance with SHINE Behaviour Policy where behaviour is serious or persistent, including suspension and permanent exclusion as set out in [SHINE Behaviour and Exclusion Policies](#).

1. DEFINITION

"Short-term Removal from the classroom" refers to the decision to require a pupil to leave their normal classroom for a limited period **for serious disciplinary reasons**.

It is distinct from:

- **brief time-out** outside the classroom to regulate emotions,
- **movement to another space** to complete work briefly, and
- **supervised reflection** as part of restorative or problem-solving processes.

Short-term Removal is a formal sanction and follows the DfE's definition.



2. WHEN REMOVAL MAY BE USED

Removal may be used when:

- a pupil's behaviour **disrupts the learning** of others despite appropriate classroom interventions;
- behaviour presents a **risk to themselves, other pupils or staff**;
- there is **serious or persistent defiance**, aggression or abusive behaviour;
- safeguarding, dignity or safety require immediate separation of pupils;
- a child requires a calm, supervised environment to **de-escalate safely** after an incident.

Removal will **not** be used as a default response or for minor behaviours.

3. PRINCIPLES GOVERNING REMOVAL

Removal from the classroom will always adhere to the following principles:

a) Proportionality and fairness

Removal must be proportionate to the behaviour incident and take full account of individual needs, context, and any relevant SEND considerations.

b) Continuity of Education

During removal, pupils must be provided with **meaningful, curriculum-relevant work** that they can complete and which enables continued academic progress.

c) Supervision

Pupils will always remain under the supervision of a member of staff.

d) Duration

Removal is intended to be **short-term** and must not become a long-term provision or substitute curriculum.

e) Use of reasonable adjustments

Where a pupil has identified SEND needs, staff will consider adjustments or alternative strategies before deciding on removal.



4. PROCEDURE FOR REMOVAL

1. Decision

- A senior leader or member of staff designated by the headteacher may authorise removal.
- For urgent safeguarding or violence-related incidents, any staff member may instruct a safe removal.

2. Supervised Location

- The pupil will work in a predetermined supervised space (e.g., a senior leadership office or allocated classroom).

3. Recording

- All removals must be recorded on CPOMS, including:
 - reason for removal
 - duration
 - staff involved
 - work set
 - follow-up actions

4. Parent Notification

- Parents will be informed **on the same day** where removal has been used as a sanction for serious behaviour.
This aligns with DfE expectations.

5. Reintegration

- Staff will support a reintegration process that may include:
 - a brief reflective conversation
 - restoration or reparation
 - reviewing triggers and needs
 - adjustments to support success in future lessons

Pupils will never return to class without emotional readiness and clarity about expectations and discussing how they can self-regulate.



5. OVERSIGHT AND MONITORING

Behaviour leads will monitor patterns of removal to:

- ensure the sanction is not over-used or misapplied,
- identify underlying needs or concerns,
- review staff training needs,
- ensure SEND pupils are not disproportionately affected,
- report summary trends to the Local Governing Body.

This aligns with DfE expectations for ongoing behaviour monitoring.

6. RELATIONSHIP TO OTHER SANCTIONS

Removal sits within the Scottholme escalation pathway and may be used:

- before suspension (where appropriate),
- alongside behaviour support planning,
- as part of a graduated response to persistent behaviour,
- only in accordance with SHINE Behaviour Policy Part One.

It does **not** replace:

- de-escalation
- restorative practices
- Thinking Skills conversations
- planned interventions
- SEND support

If suspension is used, children are listened to and supported, with reintegration using the Zones of Regulation to help them return calmly, rebuild relationships and make positive choices.

7. SAFEGUARDING CONSIDERATIONS

Behaviour leading to removal may indicate unmet needs or wider safeguarding concerns. Staff must consider:

- whether the child is communicating distress or unsafe experiences,
- whether a safeguarding referral is required,
- whether the behaviour forms part of a pattern (e.g., bullying, child-on-child harm).



12. ANTI-BULLYING

Bullying is defined as intentional, repeated harm. All concerns about bullying, including online bullying and behaviour that may amount to *child-on-child abuse*, will be reported to the DSL, recorded on CPOMS, and managed in line with *KCSIE 2025*, which sets out the requirement for schools to take all allegations seriously, including those involving sexual harassment or harmful sexual behaviour.

13. CYBER-BULLYING AND ONLINE CONDUCT

We teach a whole-school online safety curriculum, hold assemblies participate in , and support parents. We address off-site online incidents where they impact school. Serious concerns may involve external agencies. Online incidents may also include harmful sexual behaviour, such as sending or requesting inappropriate images or messages. These are treated as safeguarding concerns and managed in line with *KCSIE 2025* and the school's Child Protection policy. *KCSIE* outlines four areas of online risk – content, contact, conduct and commerce – all of which staff are alert to.

14. CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

WHAT WE MEAN BY "SEXUAL VIOLENCE" AND "SEXUAL HARASSMENT"

These terms sound very grown-up, but it's important that we explain them clearly so children and adults understand what is never OK at school. This section is written in line with *KCSIE 2025 Part 5*, which explains how schools must prevent, identify and respond to child-on-child sexual violence and harassment.

Sexual Violence means:

When a child **touches another child's private parts** on purpose, or forces someone to touch theirs. (These actions are against the law. We will act in line with all legislation designed to protect victims).

Sexual Harassment means:

When a child makes someone feel uncomfortable by:

- saying rude or inappropriate things about bodies,
 - touching someone's body in an inappropriate way,
 - lifting skirts, pulling at trousers, flicking bras or similar,
 - making rude jokes or comments,
 - sending or asking for rude or inappropriate messages or pictures online.
- Behaviours will not be dismissed as 'banter' or 'just a joke'.

None of this is ever acceptable – even if children say they were joking.

OUR APPROACH: IT IS NEVER OK

Scotholme takes a **zero-tolerance** approach to any behaviour that makes someone feel unsafe in this way.

This means:



- We always take it seriously.
- We always support the child who has been hurt or made to feel unsafe.
- We help children understand what respectful behaviour looks like.
- We deal with the behaviour calmly, clearly and consistently.

WHAT CHILDREN SHOULD DO IF SOMETHING WORRIES THEM

Children can talk to:

- their class teacher,
- a trusted adult in school,
- the lunchtime team,
- the pastoral team or DSL,
- or use any classroom worry system.

They will be listened to, taken seriously and helped straight away.

WHAT SCOTHOLME WILL DO:

When something is reported, adults will:

1. **Make sure the child feels safe.**
2. **Listen carefully** and thank them for telling us.
3. **Speak to the safeguarding team (DSL)** so the right steps are taken.
4. **Take action to stop the behaviour**, which may include:
 - talking with the children involved,
 - contacting parents,
 - giving appropriate consequences,
 - involving outside agencies if needed (e.g., children's services or police for very serious incidents).

We will always support both the child who has been harmed **and** the child who has displayed harmful behaviour, so everyone can learn and be safe.

KEEPING EVERYONE SAFE

Scotholme works to **prevent** these behaviours by teaching children about:

- respect and kindness,
- personal boundaries,
- consent (in age-appropriate ways, like saying "yes/no" to play),
- safe and unsafe touch,
- speaking up if something feels wrong,
- online safety.

WORKING TOGETHER

We work closely with families so that:

- concerns are shared quickly,
- children receive help early,
- everyone understands how to keep children safe.

If we think a child may be at risk, we will follow our safeguarding procedures. Every child's safety is our priority.



15. REASONABLE FORCE, SEARCHING & CONFISCATION

Staff may use reasonable force to prevent injury or serious disruption. Searches may occur for prohibited items. Actions are recorded and parents informed ([Searching, Screening and Confiscation 2023](#)). Searching for, and responding to, items related to safeguarding (including mobile phones used for harmful sexual behaviour) will follow the guidance in the DfE's *Searching, Screening and Confiscation (2023)* and the safeguarding expectations in *KCSIE 2025*.

The Headteacher may authorise members of staff to search pupils or their belongings for prohibited items (as defined in DfE guidance), stolen items, or items that pose a risk to the safety or good order of the school.

Searches will be carried out in line with statutory guidance and will be:

- Proportionate, reasonable, and conducted with consideration for the child's age and needs
- Undertaken by a member of staff of the same sex as the pupil, and in the presence of another member of staff (where possible), except in urgent situations where there is a risk of harm

Where appropriate, pupils will be asked for consent before a search is undertaken. However, authorised staff may search without consent for prohibited items in accordance with statutory powers.

A record will be made of any search conducted, including the reason for the search and any items found. Parents will be informed where appropriate.

Where searching becomes a regular occurrence for an individual pupil, a risk assessment will be completed and shared with parents, the child, and relevant staff. This will remain in place only for the minimum period necessary.

16. ROLE OF THE LOCAL GOVERNING BODY (LGB)

The LGB monitors behaviour, ensures equality duties, supports leaders, ensures funding, and receives behaviour reports. The LGB ensures that leaders fulfil their safeguarding duties under *KCSIE 2025*, including oversight of patterns of child-on-child abuse, harmful sexual behaviour, and online risks.

For more details, please see [SHINE MAT Behaviour Policy Part 1](#)



17. MONITORING AND EVALUATION

Behaviour trends are analysed regularly using logs, attendance, pupil/staff/parent voice, and used to refine systems. All staff are trained to record incidents using CPOMS and to remain unbiased. Monitoring also includes reviewing behaviour logs for patterns that may indicate safeguarding concerns or emerging risks, including sexual harassment, online harm, or child-on-child sexual violence. Schools are required under *KCSIE 2025* to be vigilant in identifying such patterns and acting swiftly.

Findings are shared with LGB and SHINE Trust.

18. CHILD PROTECTION

This Behaviour Policy should be read alongside the [school's](#) and [MAT's](#) **Child Protection and Safeguarding Policy**, which follows *KCSIE 2025* and sets out the full procedures for dealing with allegations of harm, abuse, or neglect.