

BOUNDARY PRIMARY SCHOOL



Behaviour Policy

Review period: Annually

Date last reviewed: March 2025

Person Responsible for plan: Head of School

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Our behaviour policy is aligned with the principles set forth by Synergy Education Trust. This alignment ensures that our school's approach to behaviour management is consistent with the broader values and expectations of the Trust, fostering a supportive and inclusive environment for all pupils. We are committed to upholding these principles through our policies and practices.

The aims of this policy are to ensure that all members of the school community understand what is meant by good behaviour and the consequences of poor behaviour. We have strong systems, routines and high expectations at Boundary Primary School. We strongly encourage exemplary behaviour and encourage the children to develop their emotional intelligence. The aims and objectives of Boundary Primary School set out the conditions within which staff and pupils can enjoy an environment conducive to providing the best opportunities for learning.

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

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 88-94 of the [Education and Inspections Act 2006](#), which require 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

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- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Low Level Misbehaviour is defined as:

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

Serious Misbehaviour is defined as:

- Repeated breaches of the Boundary Promises
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Physical assaults on peers or staff members
- Verbal assaults, including the use of foul language, on peers or staff members
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers and vapes
 - Fireworks

- Inappropriate 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)

4. Bullying

The school has adopted the following collaborative definition of bullying which is our shared understanding of what bullying is:

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember STOP – it happens Several Times on Purpose). Bullying is mean and results in worry, fear, pain and distress to the victims.

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Homophobic/Transphobic/biphobic	Disrespectful comments and actions linked to gender and sexuality
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy. We also have a support and advice leaflet available for children to read if they have any concerns.

5. Roles and responsibilities

5.1 The local governing body

The local governing body is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

Governing bodies have a duty to:

- Ensure that the school complies with this policy.
- Ensure that the school's policy and its procedures and strategies are carried out and monitored.
- Ensure that they are informed regularly of analysis of incidents of unacceptable behaviour and the impact of actions to address issues arising.
- Support the school in maintaining high standards of behaviour and ensure that this policy is implemented in a fair, effective and non-discriminatory way.

The Chair will reasonably consider any appeal against a decision made in relation to this policy.

5.2 The Head of School

The Head of School is responsible for reviewing and approving this behaviour policy.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Behaviour Team

Mrs Jacques (Behaviour Lead) oversees the day to day running of the Shield and ensures the behaviour policy is implemented by all staff.

5.4 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Following a personalised approach to the specific behavioural needs of particular pupils

- Following advice and guidance from professionals and services

5.5 Parents/Carers

Parents are expected to:

- Understand and fully support Boundary Primary School's behaviour policy
- Take responsibility for their child's behaviour inside and outside the school
- Support their child in adhering to the Boundary Promises and wearing their always badge every day.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher or behaviour team.

6. Always promises, Always Badges and the Characteristic Curriculum

Aims

We aim to:

- Create a positive climate where everyone feels valued with tolerance for diversity
- Develop self-control
- Develop a sense of self-esteem and self-worth
- Develop a growth-mindset and resilience
- Be respectful of others
- To maintain a safe and orderly environment
- Ensure equal opportunities and fairness for all
- Understand actions and the impact on others
- Adopt a democratic attitude, sharing and valuing others' point of view

Everyone at Boundary is expected to *always*:

1. **Act with honesty and respect.**
2. **Use safe and friendly words and behaviour.**
3. **Work well together.**
4. **Be in the right place at the right time with the right things.**
5. **Try our best.**

Pupils wear an Always Badge which are in the Boundary's house colours (Elston, Chepstow, Bathurst and Rodwell). They celebrate the pupils who 'always' keep our Boundary Promises. Those children who 'always' behave as expected will keep their badge as proof of their hard work.

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Skills for Life

At Boundary our 'Skills for Life' curriculum focuses on the skills needed to deal with the complex problems in the children's lives. We directly teach the children the life and behaviour for learning skills and place them with real life situations where they can practise and rehearse techniques. This is executed through assemblies, PSHE lessons and regular adult modelling and explanations. Skills for Life aims to create a culture in classrooms and in the school more widely that systematically cultivates habits and attitudes that enable our children to become better learners; face difficulty and uncertainty calmly, confidently and creatively.

Rewards for 'Always' children

- Children earn dojos by having their names moved up the hierarchy. Any member of school staff can tell any child to move their name up. Examples of behaviours which would warrant moving children's names up are excellent learning, hard work and demonstrating any of the 'Always' characteristics.
- Always Time – this is specifically related to keeping the Always Promises. Any pupil who has kept their Always badge for the week takes part in Always Time. For children who have lost their Always badge in the week, they take part in a reflective conversation to discuss their choices and how to gain their badge back.
- Star of the week - class teachers select a pupil each week to award their star of the week award to during Friday's assembly. The certificate is awarded to a pupil who has shown the characteristic of the week, which is shared during

House Teams

We have School House Teams, which also link to our dojo reward system. These are:

- Elston- blue
- Bathurst- red
- Rodwell-green
- Chepstow- yellow

The names chosen relate to the 4 roads that surround the school. All children belong to a team as do the staff (with the exception of the head and deputy head teachers). All teams have house captains who are children in our Year 6 class. Dojos are counted weekly and the winning team is shared in the Friday Celebration Assembly. At the end of each half term, the winning house is awarded with an extra playtime. At the end of the year all the dojos are counted and the winning team is awarded the House trophy.

Consequences

These are designed to encourage the pupil concerned to reflect on the consequence of their actions and are graded as a response to the perceived seriousness of the poor behaviour and its resultant effect on others. All consequences are discussed in terms of the Always promise broken, the unacceptable behaviour shown, the impact on self and others and the preferred future.

The range of responses includes:

- X 2 Warning – voiced disapproval and requests to stop the unacceptable behaviour. Should a second warning be required the child's name is then moved down the hierarchy
- Stage 3 – 'Walk and Talk' – Class staff walk with the child to the Shield where they will discuss what is going wrong, advise how to resolve it and remind the child about the Boundary Promises
- Stage 4 - Removal from the classroom to discuss the situation with Mrs. McIntyre.
- Stage 5 - Removal from the classroom by Mrs. Jacques to reduce disruption to others working
- Stage 6 – Serious discussion with the Deputy Head / Assistant Head
- Stage 7 – Head of school's office immediately
- Seclusion - Removal from the classroom to the Shield where they are always supported by an adult (usually the Behaviour Lead Practitioner) for a set period of time. Parents are always informed due to the severity of the consequence
- Fixed term exclusion
- Permanent exclusion (in the most extreme instances after other approaches have been exhausted)

Club Consequence System

Boundary Primary School offers a wide variety of extra-curricular activities with high volumes of pupils attending often resulting in a waiting list therefore poor behaviour will not be tolerated and a strict system is in place:

- Warning card – A warning card will be issued to the child if their behaviour is causing disruption to the club
- One-week ban – If the behaviour continues despite being given a warning, then a one-week ban will be put in place from the club
- Half-term ban – If the behaviour still continues, then a half term ban will be issued for that club

Parents/carers will be informed at every stage of the club system. Should a half term ban be issued a meeting will be held to discuss the reasons why and when the child can re-apply for the club.

Hierarchy System

+25 Dojos
+10 Dojos
+5 dojos
+2 dojos
START
WARNING 1
WARNING 2
Stage 3 Walk and Talk
Stage 4 – Mrs Jacques
Stage 5 – Mrs Jacques
Stage 6 – Mrs Bunday / Miss Hooson
Stage 7 – Miss Moyes

Silent Signals

Silent signals are used across school which are based on Makaton. These are used by all staff and are used to ensure a quiet, calm atmosphere.

Removal of Always Badge

Children who continuously disrupt may have their Always Badge removed. This may be at stage 4 on the hierarchy or if there has been a serious behaviour incident. A phone call home

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is made by the class teacher or the behaviour lead explaining why their Always badge has been removed and the promise/s that have been broken. Pupils will take part in a circle time (led by the behaviour lead), instead of Always time, to discuss the behaviour and promises that have been broken. The children will then share advice as to how each child could earn their badge back.

The Shield

A designated room in school known as 'The Shield' is used to support the pupil's social and emotional development with a strong focus on children developing their own ability to self-regulate. It is used by the behaviour lead who carries out tailored proactive behaviour intervention with a range of targeted pupils/groups.

The Shield is also used to support the consequences stated in the hierarchy. Pupils who have moved down the hierarchy owe time to consider their behaviour choices as part of the hierarchy, do so in the Shield.

Stage 3 – Owe 10 minutes in the Shield

Stage 4 – Lunchtime detention - miss lunch play and children are to eat their lunch in the Shield

Stage 5 – After school detention (dependent on individual incidents)

Stage 6 – After school detention (dependent on individual incidents)

Stage 7 – Consequences dependent on individual incidents

If an incident occurs before lunch, the consequence will be carried out on the same day. Any incidents that occur during an afternoon, the consequence will be the following day.

The Shield is always staffed and children are never unsupervised when paying back time.

The Bubble

The Bubble is the school's SEN provision which works closely with the Shield. The Bubble's focus is SEN and nurture, which closely links with behaviour. Some children require input from a range of staff which is why a Multi-Disciplinary Team meeting is held every three weeks to discuss individuals and develop their plan of support.

Behaviour tracking

If pupils' behaviour warrants the use of the hierarchy, then staff complete a behaviour log detailing the incident. The log is added to the tracker system so that the behaviour lead practitioner can analyse on a weekly basis and monitor patterns in behaviour across the school and specific pupils, the necessary support can then be put in place.

The data is collated at the end of every term and sent out to class teachers and this highlights the following:

- Key behaviour issues for the class
- Individual children who require additional support which can range from short term intervention sessions, a bespoke behaviour management plan or an individual hierarchy.

Behaviour Intervention and Behaviour Management plans

Pupils who are frequently moving down the hierarchy may require behaviour intervention, which is specifically targeted using data from the behaviour tracker. This can range from a short-term or long-term intervention.

The Class Teacher and the behaviour lead will meet and discuss the most appropriate method of managing a pupil's behaviour. There are two different types of behaviour plans.

Children who are frequently moving down the hierarchy may require a short term intervention (usually one full term) which targets the repeated behaviours being displayed. Children will receive an adapted hierarchy (as shown below) which allows them an additional step to practise the skills learnt through one to one/group targeted interventions.

A level 2 plan is much more specific to the individual needs of the child. These plans have a more in depth focus on how to support the child and develop successful strategies that create positive changes. The focus is on developing the children's strengths and their emotional intelligence.

A plan will then be created specific to the pupil's needs. Staff who are in regular contact with the pupil will then have access to the plan via Google Drive and will be expected to support implementing the plan.

Boundary Primary School values its relationship with parents and carers. When it is clear that poor behaviour has adversely affected the learning of pupils in a class, a pupil's parents or carers will be contacted and the contact logged to alert them to the problem. With this contact it is expected that a concerted approach to correcting the behaviour can be undertaken.

As the school responses to misbehaviour increases in seriousness, parents or carers will be increasingly involved. School will make every effort to support the pupil through input from other professionals (e.g. SEN support team, Educational Psychology Service) to understand the individual's needs in modifying their behaviour and aiming to support them.

There will be situations, despite repeated and concerted attempts to correct behaviour, when the relationship between the school and a pupil may have deteriorated beyond recovery. School has to ensure that it is fulfilling its duty to all pupils and this might lead to exclusion or even a change in provision. Such decisions are not undertaken lightly and would include consultation and due reference to the governing body and the Authority.

Suspension and Permanent exclusion

Although the school will go to great lengths to work with parents/carers of a pupil who is presenting severe behavioural problems, eventually it may be necessary to suspend the pupil for a period of time due to their behaviour in or out of school.

Here are some reasons that might warrant suspension:

1. Physical or Verbal Assaults

Physical Assaults: This includes any physical aggression towards staff or other pupils, such as hitting, kicking, or other forms of physical harm.

Verbal Assaults: This involves threatening or abusive language directed at staff or pupils.

2. Persistent Disruption

Continuous Interruption: Repeatedly disrupting lessons, preventing teaching and learning from proceeding.

Defiance: Consistently refusing to follow school rules or the instructions of staff.

3. Refusal to Work

Non-compliance: Refusing to engage in learning activities or complete assigned tasks.

4. Refusal to Follow Staff Instructions

Disobedience: Ignoring or openly defying staff directives, which undermines the authority of the school staff and affects the learning environment.

5. Under Voice Control

This might refer to situations where a pupil is not responding to verbal cues or commands, indicating a lack of control over their behaviour in response to staff.

6. Possession or Use of Prohibited Items

Bringing in or using items that are banned by the school, such as weapons, vapes, drugs, alcohol, or other contraband.

Usually there will have been regular contact with parents/carers to try to sort out the problem, so the decision to suspend will not be unexpected. The decision to suspend may depend on the child's age and the support in place.

The decision to suspend is solely that of the Head of School. In the letter to parents/carers they are reminded of their right to appeal to the Governors if they disagree with the suspension. A reintegration meeting will be held and parents/carers will be expected to attend. Upon the return to school the child will usually start their day in the shield and return to class once settled.

In extreme circumstances, a decision to permanently exclude a pupil may be necessary. This could result from repeated breaches of the school's behaviour policy despite all strategies and support being exhausted. Additionally, a single serious incident may also warrant permanent exclusion, although this is rare. Before reaching this decision, all other avenues must have been thoroughly explored and exhausted.

Safeguarding

The pupil's safety always comes first, even when they're behaving in a very challenging way. Behaviour issues can be a red flag of safeguarding concerns, such as a challenging situation at home, child criminal exploitation, or abuse. Failing to recognise these issues can mean pupils miss out on the safeguarding support they need. The pupil's safety always comes first, even when they're behaving in a very challenging way. Discuss any severe, persistent or concerning behavioural issues with one of the DSLs who will raise concerns at the weekly safeguarding meeting.

Staff are to -

- Consider the appropriate and safest consequence for the pupil
- Take time to fully understand the context for the behaviour, considering the possibility of safeguarding concerns
- Consider whether there are any potential barriers to disclosure, recognition and addressing of safeguarding issues. If there are, take these into account when deciding what next step to take
- Balance the needs of the individual pupil(s) concerned with the wellbeing and safety of the wider school community

Punishing a pupil because of behaviour caused by their SEN would amount to discrimination under the Equality Act 2010. Pupils who consistently misbehave may lack the ability to emotionally regulate because of SEN or a mental health issue. They may also be trying to distract from the fact they can't access the work that has been set. If a pupil has a mental health issue that makes it harder for them to comply with the behaviour policy than other pupils, you shouldn't hold them to the same standard of behaviour. Pupils with these needs will have a tailor behaviour management plan with their own specific hierarchy.

Searching and confiscating items to safeguard children

Boundary Primary School has a responsibility to safeguard children's safety and well-being. Following guidance from DfE, school staff may search pupils and their possessions for any item that may cause harm, disrupt teaching or go against the principles of this policy.

Please see: Searching and Confiscation Policy DfE guidance: Searching, Screening and Confiscation: Advice for Headteachers, school staff and governing bodies 2014.

Pupil Behaviour outside the school premises.

Boundary Primary School acknowledges its responsibility to our pupils outside school and those who are not behaving appropriately. If staff or parents report an incident of poor behaviour or bullying to school, an appropriate member of staff will thoroughly investigate and a consequence will be applied, if necessary. Consequences as set out in this policy may be applied as may exclusion, under the discretion of the Head of School.

Subject to the behaviour policy, teachers may follow this policy and use consequences with pupils for:

- misbehaviour when the pupil is taking part in any school-organised or school-related activity
- or travelling to or from school
- or wearing school uniform
- or in some other way identifiable as a pupil at the school
- or misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public
- or could adversely affect the reputation of the school. In all cases of poor behaviour the teacher can only give consequences to the pupil as above.

Training

Boundary Primary School is committed to ensure that high-quality training on all aspects of behaviour management is provided to support the implementation of this policy.

Team Teach Training

A selection of staff are level 2 Team Teach trained by the onsite Advance Team Teach Tutor. This is a procedure that offers a safe and effective way of dealing with situations that may require the safe use of physical control. The staff are committed to using safe and effective forms of controlling pupils' behaviour and control is used under the guidelines adopted as part of Team Teach.

Safe use of Physical Control

Pupils and staff need to be safe and protected and sometimes this will involve handling designed to bring control to the actions of a pupil who has lost control. Such control is carried out within a legal framework agreed with the Local Education Authority and would be applied in the following situations:

- to ensure the safety of all children and staff;
- to protect the child from causing injury to themselves, other people or damage to property;
- to prevent a child from behaving in a way that affects the learning and good orderly behaviour of others within the School;
- to enable each child to fulfil his/her potential within a safe, secure and supportive environment.

Whenever staff use safe handling, parents and carers are always notified of the reasons why and the subsequent action taken. A record of the event is maintained and monitored by the Team Teach Tutor (D. Jacques, Advanced Team Teach Tutor). A full post incident learning process occurs after every incident including all parties involved.

Please read Boundary Primary School's Physical Intervention Policy.

Malicious Accusations Against School Staff

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the head of school will discipline the pupil in accordance with this policy. Please refer to our statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The head of school will also consider the pastoral needs of staff accused of misconduct.

Behaviour Incident Log Foundation Stage

Name:	Class:	Year Group: Reception
Date of incident:		ID Number: (For admin use only)
Nature of incident <i>(Bullying reported via bullying log)</i>	Background information <i>(SEN, Plan, PHP, PSP)</i>	Behaviour Mentor Support
		EO Plan

Boundary Promises

Act with honesty & respect	Using safe and friendly words and behaviour		Work well together	Be in the right place at the right time with the right things	Try your best
Telling lies	Lack of respect with words	Swearing	Falling out and unwilling to make friends	Refusing to come in	Lack of effort
		Homophobic			
Answering back		Racial	Not sharing		
	Disrespectful				
Arguing	Hurting others		Not cooperating		
Not listening	Kicking		Not following game rules		
Ignoring	Fighting		Disrupting learning environment		
Showing a lack of respect for property	Aggressive behaviours				
Refusal to follow instruction	Unsafe behaviours				

Stage 3 Thunder Cloud	Stage 4 SM	Stage 5 DJ	Stage 6 NB	Stage 7 HM
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What action did you take?

Loss of time (inside)	Loss of time (outside)	Badge warning	Parents in	Excluded
Discuss with parents		Badge removed	Visit to Shield	

Action taken by Head of School or SLT

Follow Up

Behaviour Incident Log KS1& KS2

Name:	Class:	Year Group
Date of incident:	ID Number: (For admin use only)	
Nature of incident (<i>Bullying reported via bullying log</i>)	Time of incident: Lesson:	

Boundary Promises

Act with honesty & respect	Using safe and friendly words and behaviour		Work well together	Be in the right place at the right time with the right things	Try your best
Telling lies	Lack of respect with words	Swearing	Falling out and unwilling to make friends	Playground protest	Lack of effort
		Homophobic			
Answering back		Racial	Not sharing	No homework (KS2)	No effort in presentation
		Disrespectful			
Arguing	Hurting others		Not cooperating	No PE/Swimming Kit (KS2)	Not completing enough work
Not listening	Kicking		Not following game rules	No reading book (KS2)	Poor attitude
Ignoring	Fighting		Disrupting learning environment		
Showing a lack of respect for property	Aggressive behaviours				
Refusal to follow instruction	Unsafe behaviours				

Stage 3 Walk & Talk	Stage 4 Behaviour Lead	Stage 5 Behaviour Lead	Stage 6 Deputy Head	Stage 7 Head Teacher
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What action did you take?

Loss of time	½ hour DT (lunch)	Badge warning	Parents in	Seclusion
Discuss with parents	ASDT ½ hour	Badge removed	ASDT 1 hour	Excluded
Club warning		1 week ban		Ban from all clubs (1/2 term)

Follow up