Sithney Community Primary School

Behaviour Improvement Policy 2026 - 27
Review October 2027

This policy will be reviewed annually by the Head of School and Executive Headteacher.

Head of School: Miss H. Neil	Signed: H.E. Neil	Date:
Executive Headteacher: Mrs V Sanderson	Signed: V. Sanderson	
Chair of Governors: Mr. R. Stracey	Signed: R. Stracey	

Definitions When read or used in relation to this document and/or the DfE's '*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools, academies, and pupil referral units in England, July 2026*' the following definitions will be adopted by Crofty Education Trust and all Crofty schools.	
Headteacher	Shall relate to the Headteacher or the Executive Headteacher.
Governors/Trust Board	Shall relate to the Board of Trustees, and the Crofty Local Governance Committees (LGC)
Parent	The definition of a 'parent' can be found in the Education Act 1996, and this applies to all the legislation to which this guidance relates. In addition to the child's birth parents, references to parents in this guidance include any person who has parental responsibility (which includes the local authority where it has a care order in respect of the child) and any person (for example, a foster carer) who has care of the child. To reflect this, this guidance uses 'parent' to refer to both parents and carers.

Our approach

At Sithney School we believe:

- successful learning can only take place when a child feels safe and happy and that building relationships between staff and pupils is a key component of this.
- there must be clear expectations of acceptable behaviour set within the school's behaviour policy
- an atmosphere conducive to learning develops where everyone feels valued and respected with personal responsibility linked to a respect for all people.
- a school's behaviour policy must be based on the positive approach of praise and reward rather than the negative approach. In all disciplinary actions, it is essential the child knows it's the behaviour which is unacceptable and not the child as a person.
- that behaviour is a communication and we strive to understand the need of a child.

Aims
To establish a school ethos that:

- promotes self-discipline, relationships, understanding and self-regulation.
- encourages respect of self and others, regardless of differences.
- ensures children's standard of behaviour is acceptable and does not disrupt the learning of others.
- to promote good behaviour within the school and wider community.
- develops a community where confident, articulate children understand their own behaviour and the response of other people towards it.
- promotes the healthy mental wellbeing of all pupils.

Ready, Respect, Safe
We believe that these are rules for life as well as in school.
These 3 rules will be the same throughout the school.
Ready: Be ready for learning – having resources ready, being punctual, listening and looking, sitting correctly.
Respect: being respectful to… being respected by…showing respect for…
Safe: how to play safe, how to be safe, who helps us keep safe and what we need to stay safe from.

Rewards
This will be done through positive reinforcement and the use of, for example:

- House Points
- discussions with parents
- Star of the Day
- child sent to a member of SLT for praise
- child shares work with their class/shows a different class

This list is by no means exhaustive.

Sanctions
The following sanctions are hierarchical and are designed to reinforce the school approach. All members of teaching staff are able to issue a sanction. These are as follows:

Classroom/Learning Time:
The school fosters a 'positive noticing' approach to learning and behaviour, encouraging pupils through positive reinforcement via verbal feedback and use of classroom focus boards.

1. Look / visual cue (individualised if necessary).
2. Verbal reinforcement. Polite reminder to focus on learning and behaviour with regard to expectation.
3. Second verbal reinforcement: 'THINK'. Child to think more about their behaviour and how it is disrupting the learning for themselves and their peers.
4. Final verbal reinforcement is to ask the child to 'MOVE'. The child will be asked to move so that they can have time to 'reset'.
5. If a child continues to disrupt or be unkind, they will lose their playtime for a period of time, based on age, at which point they will engage in a restorative conversation with the adult.
6. Repeated loss of playtime will be logged and added to the school's reporting system, CPOMS, under 'behaviour' – at this stage, parents will be informed.
7. The Head of School will be informed of all serious incidents or repeated disruptive behaviour and a behaviour plan will be written.
8. The Crofty flow chart of 'Trust Behaviour Strategy' will be followed by the Executive Headteacher; steps could result in suspension and ultimately, as a last resort, permanent exclusion.

Acceptable forms of sanction may also include: the setting of a written task of behaviour expectations or writing to say sorry, a loss of privileges, school-based community service (such as tidying the classroom) or regular reporting to a member of the senior leadership team.

Playtimes and Lunchtimes:
We have high expectations both inside and outside the classroom. Therefore, the same sanctions will apply and ultimately result in loss of playtime. Staff will inform pupils via a visual or verbal warning (staff have cards on a lanyard)

1. Polite verbal reminder regarding behaviour expectations
2. Second verbal reminder to THINK about behaviour.
3. Final verbal indication to MOVE - For low level incidents, children will move to 'reset' for a short period of time to think about making a good choice
4. Loss of playtime
5. For repeated incidents, the child will be sent to the Head of School or Senior Teacher and parents informed.

A **restorative conversation** may include:

- Tell me what happened? Give every child a chance to speak without interruption.
- How did this make people feel?
- Who has been affected?
- What can we do to put this right?
- What can we do differently in the future?

Supply teachers/Teaching assistants who think that a child or children's behaviour has been unacceptable will bring it to the attention of the class teacher or Head of School who will decide on the sanction.

Extreme behaviour
The following incidents are considered severe and will **fast track** through the normal sanctions:

- Bullying.
- Physical abuse of a member of staff.
- Physical abuse of a child.
- Racial abuse.
- Possession of harmful drugs.
- Deliberately breaking or damaging school property.
- Bringing in dangerous items into school e.g. matches/knife.
- Swearing at a teacher or member of staff.
- Stealing.
- Open defiance in carrying out a repercussion.
- Doing something that constitutes danger to another child.
- Telling lies to get others into trouble.

Use of Suspension and Exclusion

Suspensions and Exclusions

Crofty Education Trust and all Crofty schools adopt, in its entirety, the DfE's '*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, Guidance for maintained schools, academies, and pupil referral units in England, July 2026*', a copy of which is available **here.**

In extreme cases, Sithney School may use suspension or permanent exclusion.

Only the headteacher of the school can make the decision to suspend or permanently exclude a pupil on disciplinary grounds.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent

exclusion:

- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse or threatening behaviour against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy.
- Bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.
- Deliberate damage to school property and/or premises.

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

Suspensions: A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Following a suspension, on the morning of their return to school, the pupil and parents will be invited to a reintegration meeting.

Permanent Exclusion: A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the exclusion is cancelled). The decision to exclude a pupil permanently should only be taken 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, such as staff or pupils in the school.

Prior to Exclusion: Before deciding whether to suspend or permanently exclude a pupil, the headteacher will:

- consider all the relevant facts and evidence in relation to a suspension or permanent exclusion and apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true
- take into account the pupil's version of events and views, considering these in light of their age and understanding;
- consider whether the pupil has special educational needs and disabilities (SEND) and whether these needs were relevant to the circumstances surrounding the incident;
- consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child);
- consider whether all suitable alternative solutions have been explored.

Children with additional needs: For children with additional needs such as those with a Social Worker or SEND provision, due consideration will be given to their circumstances and needs together with any adjustments or adaptations that have been made by the school.

Notifying Parents and other Parties of a Suspension or Exclusion: Without delay, the headteacher will notify parents,

the Director of Education, and the Local Authority of a suspension or exclusion. When necessary, Social Workers, the Virtual School head, and the Governors/Trust Board will also be informed.

Exclusion Panels

A Committee of the Trust Board must meet and review the following exclusions:

- Permanent exclusion.
- Where a pupil will miss a public exam or national curriculum test because of the suspension.
- Suspension that will take a pupil's total days of suspension above 15 days in one term.

The Headteacher, Parents, Local Authority and, when required, Social Worker and Virtual School Headteacher, will be invited to attend this review meeting within 15 school days, or before the date of the examination where possible. The outcome of the review meeting will be provided in writing, without delay.

Parents may make representations to the Trust Board Committee and request a review meeting for any suspension. If the suspension is fewer than 5 days in one term, the committee cannot reinstate the pupil. If the suspension is between 5.5-15 days in one term, the committee must consider the reinstatement of the pupil within 50 school days.

The outcome of the review meeting will be provided in writing, without delay.

Independent Review Panels

In the case of a permanent exclusion, where the Trust Board Committee decided not to reinstate the pupil, parents have the right to request an Independent Review Panel (IRP). Details of how to request an IRP will be included in the review meeting outcome letter. Applications for an IRP must be made within 15 school days of receiving the outcome letter, or within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Applications made outside this timeframe will be rejected.

Off Rolling

Sithney School and Crofty Education Trust follow all correct procedures in line with statutory guidance and the law, making decisions that are motivated by the best interests of the pupils concerned.

Ofsted defines off-rolling as:

Off-rolling is the practice of removing a pupil from the school roll without using a permanent exclusion, when the removal is primarily in the best interests of the school, rather than the best interests of the pupil. This includes pressuring a parent to remove their child from the school roll.

(Ofsted, 2019)

Off-rolling and unlawful exclusions are set out in paragraphs 18-23 of the DfE's Suspension and Permanent Exclusion Guidance (July 2026).

There are many reasons why a school might remove a pupil from the school roll, such as when a pupil moves house, moves school, or a parent decides (without coercion from the school) to electively home-educate (EHE) their child. This is not off-rolling. If a school removes a pupil from the roll due to a formal permanent exclusion and follows due processes, this is not off-rolling.

Temporary Part-Time Timetables, Off-Site Directions and Managed Moves

Temporary Part-Time Timetables

In line with DfE guidance and Crofty Education Trust policy, temporary part-time timetables are only used in exceptional circumstances and never as a response to behaviour.

Where a temporary part-time timetable is in place, it must be clearly in the child's best interests, form part of a wider support plan, and be reviewed regularly with parents and relevant staff. Temporary part-time timetables use an assess, plan, do, review approach, with the school and parents working together to identify and reduce the barriers to full time attendance.

Off-Site Directions and Managed Moves

Where it is in the child's best interests, the school may use an Off-Site Direction (OSD) or Managed Move in accordance with Department for Education guidance and Crofty Education Trust procedures.

Use of internal 'reset' and 'positive transferred inclusion'

In this school we may require dysregulated pupils to be placed in an area away from other pupils for a limited period of time. In this situation children will always be under the direct supervision of an adult. Any use of a temporary separate space that prevents a child from leaving a room of their own free will only be considered in exceptional circumstances; for example, only where a child's behaviour presents *significant risk of harm to themselves or others*. The school will follow the DfE guidance 'Behaviour in Schools, advice for Headteachers and school staff September 2022'. Children will have a period of reflection and regulation with the adult during 'reset' and talk about how to make future positive choices and restore potentially damaged relationships.

We are committed to reducing suspensions from school wherever possible. In order to facilitate this the schools in our Trust work together to facilitate transferred inclusions between the schools. This means that a child may attend a different school for a period of a few days, with the agreement of their parents. Children are always supported by a member of staff from Sithney.

Managed move

A managed move will be offered to children who we feel could benefit from a 'fresh start'. It will be at a school within Crofty Trust and can last up to 12 weeks. After this period, parents and the schools will decide to make this move permanent or return to Sithney.

Off Rolling

We follow all correct procedures in line with the spirit of the law, making decisions which are motivated by the best interests of the pupils concerned.

Key Principles

- the DFE statutory guidance will be followed
- due regard will be given to the SEN Code of Practice and Equalities Act
- the Head of School will discuss and agree next steps with Executive Head
- the Head of School will notify the parent immediately to share arrangements
- the Head of School/Executive Head will also inform the CEO on the same day of their decision to suspend or exclude
- a report to the governing body will be made for any suspension or permanent exclusion
- where exclusions exceed 5 consecutive days alternative arrangements will be put in place to provide education

Safeguarding,

Child-on-Child Sexual Violence and Sexual Harassment

At Sithney School we have a zero-tolerance approach to sexual violence and sexual harassment, including incidents that have happened outside of the school and/or online.

We will always challenge physical behaviours (which are potentially criminal in nature), such as touching and grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras, and lifting up skirts, all of which are regarded as sexual harassment.

The school recognises that dismissing or tolerating such behaviours risks normalising them. Failing to recognise, acknowledge or understand the scale of harassment and abuse, and/or downplaying behaviours associated with abuse, can contribute to a culture of unacceptable behaviour and children feeling unsafe.

Such behaviours and acts are never deemed acceptable and should never be passed off as "banter", "just having a laugh" or "part of growing up".

We recognise that addressing sexual violence and sexual harassment (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Headteachers and DSLs will proactively check CPOMS for patterns of behaviour, addressing it quickly and where appropriate, put in place additional pastoral, RSE, and/or PSHE sessions.

As such, any sexual violence and sexual harassment will be sanctioned in line with this policy and under guidance from the current version of KCSIE and the school's Safeguarding policy.

Use of reasonable force.

Restrictive Interventions, including Safe Touch, Positive Handling and the Use of Reasonable Force

The school is committed to using positive relationships, de-escalation and behaviour support to prevent incidents wherever possible. In line with the DfE's *Restrictive Interventions Guidance* (April 2026), restrictive interventions will only be used where necessary, proportionate and as a last resort to keep pupils or others safe.

Definitions and Legal Framework

Restrictive intervention:

A means to prevent, restrict or subdue the movement of the body, or part of the body, of a pupil. Restrictive interventions are the umbrella term and include both physical restrictive interventions (reasonable force) and non-physical restrictive interventions.

Physical restrictive intervention (reasonable force):

The law refers to some physical restrictive interventions as the use of reasonable force. All members of staff have the legal power to use reasonable force where it is necessary to:

- Prevent injury to themselves or others.
- Prevent a criminal offence.
- Prevent serious damage to property.
- Prevent serious disorder within the school.

Non-physical restrictive intervention:

Restricting a pupil's movement without physical contact, for example through environmental means, where this is necessary to prevent harm. Non-physical restrictive interventions are never used as a punishment.

Seclusion:

A non-disciplinary safety measure used only in exceptional circumstances to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation. It is never used as a punishment. Pupils will be supervised at all times and will be permitted to leave as soon as it is safe to do so.

Positive Handling and Safe Touch

In line with the Trust's Safe Touch Policy, positive handling refers to the appropriate use of physical contact to support, guide, comfort or protect a child. In certain circumstances, this may include the lawful use of reasonable force.

Staff may need to use safe touch or restrictive interventions to keep children safe, for example where a child is at risk of harming themselves or others, damaging property, committing an offence or causing serious disorder. Any use of restrictive intervention will:

- Use the minimum level of intervention necessary.
- Be for the shortest possible time.
- Maintain the dignity and safety of all involved.
- Avoid any action that could place a child at medical risk.

The school recognises that physical intervention is not risk free and that accidental injuries, such as bruising or scratches, may occasionally occur despite staff acting appropriately.

Unacceptable Uses of Force

The school will never use force:

- As a punishment.
- In a way that affects a pupil's airway, breathing or circulation.
- By deliberately holding a pupil on the ground unless this occurs unintentionally during an intervention, in which case they will be released or repositioned immediately.
- Using techniques that deliberately inflict pain or create a risk of asphyxia.

Recording, Reporting and Review

All incidents involving reasonable force, non-physical restrictive intervention or seclusion will be recorded in accordance with DfE guidance. Parents will be informed as soon as practicable, ideally on the same day, unless a statutory or safeguarding exception applies.

Following any use of restrictive intervention, the school will review the incident, consider whether any additional support, reasonable adjustments or changes to behaviour support plans or risk assessments are required, and work with parents where appropriate.

The school and Trust recognise that some children, including those with SEND, may have additional vulnerabilities. Physical intervention will never replace appropriate support, and the school will continue to take an evidence-based and preventative approach to behaviour and safeguarding.

E-Safety

Online Safety

The Online Safety Policy outlines the commitment of Crofty Education Trust to safeguard members of our school communities online in accordance with statutory guidance and best practices.

The Online Safety Policy applies to all members of our school communities (including staff, children, volunteers, parents and carers, visitors, and community users) who have access to and are users of school digital systems, both in and out of the schools. It also applies to the use of personal digital technology on school sites (where allowed).

Schools will respond accordingly to breaches of the Online Safety Policy, as set out in:

- Online Safety Policy.
- The current version of Keeping Children Safe in Education (KCSIE).
- School Behaviour Policy.
- Anti-Bullying policies.

SEND

Special Educational Needs and Disabilities (SEND)

Sithney School consistently promotes behaviour that ensures all members of our community feel safe, welcomed, and celebrated in school, so that they can achieve and thrive both in and out of the classroom.

Our behaviour policy promotes a whole-school, relational approach to behaviour that meets the needs of children, including children with SEND. We recognise that some children may need a different approach when supporting and developing their behaviour.

We will consider a child's SEND needs, any reasonable adjustments, and the appropriateness of current provision when reviewing behaviour support or reflecting on an incident where behaviour has been a factor. However, not every incident is directly related to a child's SEND needs, and the school will work with the child and parents to ensure behaviours are correctly understood.

Parents play an important role in ensuring that their children develop positive relationships and learn to manage their own behaviour. It is essential that the school and parents work in unison to ensure continuity for children. For parents of children with SEND this is particularly important. As applicable, an external professional may be engaged to support the work in school and at home. Where appropriate, behaviour support provision for children with SEND will be included in their Star Plan.

Communication and Role of Parents

The Behaviour Policy for the school is available to parents on the school website and will be discussed as part of the child's induction to the school. In addition, parents will receive reminders throughout the year of the school expectations, including how parents can support their child to succeed. School recognises the vital role that parents play in the education of their child and will work positively with them to secure the best outcomes.

Training
All staff and volunteers are provided with training as part of their induction to the school and organisation, this includes the school Behaviour Policy and associated policies alongside the staff code of conduct and safeguarding training. At the start of each year, and whenever the policy is reviewed staff receive an update of agreed approaches.

The role of education in prevention
At Sithney School we recognise we play an important role in preventative education. The DFE 'Keeping Children Safe in Education' document sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online and as such forms part of our broad and balanced curriculum.

The school has a clear set of values and standards, and these are upheld and demonstrated throughout all aspects of school life. This is underpinned by the school's behaviour policy and pastoral support system, and by our well-structured curriculum and tackles such issues as:

- healthy and respectful relationships
- learning to make positive choices
- what respectful behaviour looks like
- stereotyping, equality, discriminatory behaviour
- body confidence, self-esteem and resilience
- prejudiced based behaviour (hate crime)

Relationships Education at Sithney School covers the characteristics of healthy relationships, building the knowledge and understanding that will enable children to model these behaviours.

Mobile Phones and Banned Items

Mobile Phones and Connected Technology

The DfE's Mobile Phones in Schools Guidance (2026) states that '*All schools should be mobile phone-free environments by default*'. This includes '*the use of mobile phones and other smart technology with similar functionality to mobile phones (for example, the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime.*'

If a pupil is found using, or in possession of, a mobile phone or other communication device in breach of this policy, it may be confiscated and the school's behaviour policy will be followed. The headteacher, or staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that a pupil is in possession of a mobile phone, which is included on the school's list of banned and prohibited items.

Parents wishing their child to bring a mobile phone or other device to school should complete the school's Mobile Phone Request Form. Requests will normally only be approved where there is a clear reason, such as supporting a pupil to walk independently to and from school, or where this is required because of a medical need, disability or other exceptional circumstance. The headteacher has the final decision on whether permission is granted. Where permission

is granted, phones must be handed in at the start of the school day and will be returned as pupils leave. Failure to comply with the conditions of the Mobile Phone Request Form may result in the headteacher withdrawing permission for the pupil to bring a mobile phone to school.

The school accepts no responsibility for loss, theft or damage to any devices brought to school.

Prohibited Items and Searches

In line with DfE guidance (Searching, Screening and Confiscation, 2022) the following items are prohibited from all school premises. These items must not be brought into school under any circumstances:

- Weapons or items that could be used to cause harm (e.g. knives, blades, or replicas).
- Alcohol.
- Illegal drugs, drug paraphernalia, or substances intended to cause intoxication.
- Tobacco, vapes, e-cigarettes, and related paraphernalia.
- Stolen items.
- Pornographic or offensive material (digital or printed).
- Any item brought in with the intention to intimidate, threaten, or cause harm to any person.
- Laser pens or high-powered torches.
- Energy drinks or other banned consumables.
- Mobile phones.
- **Any item which the headteacher deems to be inappropriate or unsafe.**

In line with DfE guidance (Searching, Screening and Confiscation, 2022), the Headteacher and authorised staff may search a pupil or their belongings where there are reasonable grounds to suspect that the pupil has a prohibited item. Searches will always be conducted respectfully and in accordance with statutory guidance regarding the sex of the member of staff conducting the search and the presence of witnesses, and, whenever possible, searches will take place away from other children. Staff will never ask a pupil to remove clothing beyond outer clothing. Outer clothing means clothing that does not expose underwear or skin. Parents will be informed as soon as practicable of searches conducted, and any safeguarding concerns identified will be managed according to school safeguarding procedures and may involve external agencies where appropriate. Any prohibited or banned items found will be confiscated and dealt with in line with statutory guidance and the school's behaviour and safeguarding policies.

Monitoring/ Data Collection

Reporting, Recording, and Monitoring Behaviour Incidents

Sithney School has robust procedures for reporting and recording behaviour incidents, including the use of CPOMS. Leaders regularly analyse behaviour information to identify trends, patterns and emerging concerns. This analysis helps evaluate the effectiveness of the school's behaviour approaches, informs decision-making, and identifies children who may require additional support or intervention. Particular attention is given to vulnerable groups, including children with SEND, disadvantaged children and children with social workers.

The school reports the effectiveness of this policy to the Local Governing Committee. Behaviour, suspensions and exclusions, use of alternative provision and attendance are reviewed termly as part of the school improvement cycle with a summary of the significant cases reported to the School Improvement committee of Trustees.