



Belmore
PRIMARY ACADEMY



MIDDLESEX
LEARNING
PARTNERSHIP

APPROVED BY:	Trust Board & Primaries LGB
DATE:	October 2025
NEXT REVIEW DUE:	October 2026

This policy needs to be read in conjunction with the school's:

- Anti-Bullying Policy
- SEND Policy
- Policy for Parents/Carers on Site

It should be reviewed bi-annually by staff and governors.

Mission Statement

Children learn best when they feel happy and safe. Our behaviour policy aims to create an environment where children feel happy, safe and are able to express themselves appropriately in order to overcome challenges with the support of the adults around them.

Children and their families need a framework to understand the behaviour that is expected both in school and by society outside of school.

Belmore Primary School's Behaviour Policy is underpinned by our Core Values:

- We are kind, respectful and work together
- We are resilient and learn from our mistakes
- We are ready and prepared to work
- We will be active in mind and body
- We aspire to be the best that we can be and our Belmore school rules (appendix 1)

The purpose of this behaviour policy is to:

- Provide a clear framework to promote good behaviour, self-discipline and respect
- Inform key stakeholders of expectations and procedures in the management of behaviour within the school
- Set out the disciplinary sanctions used when a pupil misbehaves and the positive motivators for good behaviour.

Rights and Responsibilities

Every member of our school – staff, parents/carers and pupils - has rights and responsibilities

<u>Rights of children</u>	<u>Responsibilities of children</u>
<ul style="list-style-type: none"> • To feel safe and secure • To be treated fairly • To be listened to (<i>at an appropriate time</i>) • To be treated with respect • To be treated with consistency • To be allowed to learn to the best of their ability • To be supported so that they are able to make and learn from their mistakes 	<ul style="list-style-type: none"> • To treat others with respect and consideration • To behave in a way which keeps themselves and others safe • To attend school regularly • To learn to the best of their ability in a way that is appropriate for them • To allow others to learn • To allow others to make mistakes • To listen when it is another person's turn to speak • To give opinions in an appropriate manner • To take responsibility for their behaviour • To ask for and/or accept help when they need it when appropriate

<u>Rights of Staff</u>	<u>Responsibilities of Staff</u>
<ul style="list-style-type: none"> • To be listened to • To share opinions • To be supported by colleagues and managers when supporting children with distressed and/or challenging behaviour • To be made fully aware of school's systems, policies and expectations • To receive appropriate training to increase skills in behaviour management • To have the opportunity to debrief after behaviour incidents 	<ul style="list-style-type: none"> • To create a safe, inclusive, calm and purposeful learning environment • To treat children and colleagues with professionalism, consistency and respect • To communicate effectively and respectfully with children, colleagues, parents/carers • To ask for and accept support when needed • To acknowledge any areas of their own behaviour management skills which could be developed • To offer support to colleagues and managers • To listen to others • To give opinions in a constructive manner • To recognise and acknowledge positive behaviour in others
<u>Rights of parents/carers</u>	<u>Responsibilities of parents/carers</u>
<ul style="list-style-type: none"> • To be treated with respect • To be kept informed about their child's progress • To be able to talk to staff about their child and be listened to as is appropriate • To have access to information on the school's approach to behaviour and attendance 	<ul style="list-style-type: none"> • To behave respectfully towards others • To make sure that their child attends school regularly • To talk to teachers if they have any concerns about their child's learning or well-being • To listen to others • To share concerns constructively • To attend meetings at school when asked

Principles for promoting positive behaviour

The school promotes a culture of expected positive behaviours by

- Clearly communicating the behaviour expected through the school values and more specifically the school rules (appendix 1)
- Use motivators which are appropriate and relevant to children to engage and encourage to choose the right behaviours that are expected.

Whole school level

- All staff understand and demonstrate the school's core beliefs and values about behaviour
- All staff know and promote the school rules
- Positive out-of-class behaviour is promoted by agreed routines and clear systems
- School assemblies are used to develop children's social, emotional and behaviour skills
- Positive behaviour in communal areas - corridors, playgrounds, and the dining room - is noted and celebrated
- Parents/carers are aware of and contribute to the school's positive behaviour ethos
- There are clear, consistently used systems for dealing with inappropriate behaviour
- There are opportunities for staff to discuss and contribute to the development of systems underpinning positive behaviour

Classroom level

- Adults model controlled, respectful verbal and non-verbal behaviours
- Teaching routinely incorporate activities designed to promote children's social skills and emotional development
- Lessons are structured to be relevant, interesting and appropriately challenging responding to all children's needs wherever possible
- Appropriate behaviours are taught and reinforced on a regular basis in conjunction with the school rules
- Children are taught the language of sharing and co-operation, choice and consequences
- Children are encouraged to identify their own and others' strengths and to recognise and value the diversity within their classroom
- There are clear classroom routines (*e.g. for entry and exit, moving around the classroom, sharing equipment*) to reduce uncertainty and promote an appropriate climate for learning
- The school rules are displayed consistently across the school and promoted in ways which can be understood by all children
- Appropriate behaviour is quickly noticed and genuinely celebrated by staff and peers
- There are clear systems, understood by all, for dealing with inappropriate behaviour (see section 5)

Individual level

- All children's strengths are recognised and celebrated by staff
- Systems are in place for noticing and drawing attention to good or improved behaviour
- There are systems which allow all children to be 'special' at times
- Where a child experiences difficulties in developing or sustaining appropriate behaviour there are developed systems which give additional support and attention

At Belmore Primary School we have high expectations for positive behaviour which supports learning and respectful interaction between peers and adults.

Rewards

We encourage children to be intrinsically motivated and acknowledge the positive feeling of meeting school behaviour expectations.

Extrinsic rewards are used to encourage and develop expected behaviours, but also to further develop positive relationships and experiences. Extrinsic rewards include:

Specific praise – praising a child for something specific rather than general praise “well done for and listening to me” rather than “Well done”

- **Dojo Points**
 - We give Dojo points in line with our school values and code of conduct
 - Every child receives 3 points at the end of the day as standard unless there have been incidents through the day
 - Maximum 5 points for something amazing
 - Maximum 10 points for something exceptional (once in a blue moon)
 - Dojo points will not be taken away as a sanction or consequence
 - Teachers will be able to communicate through Dojo – see Communication with parents section
 - All children with 100 Dojo points will access a ‘treat’ event at the end of every half term

Weekly Certificates will be given out to celebrate individuals, for example:

- Star pupil
- Star Reader
- Sports Champion

We encourage exemplary behaviour through using role models such as:

- Yr 6 Head boy and girl, prefects and monitors
- Reading ambassadors
- School Council members
- Values Ambassadors
- Bronze Ambassadors

We celebrate individuals by

- Allowing them to wear their own clothes on their birthday or the first day after the holiday or weekend.
- Monthly hot chocolate meet up with the head teacher
- Sending postcards home to celebrate success
- Sharing work and success with middle and senior leaders across the school
- Year groups will also set their own motivators to encourage and support children such as:
 - Rainbow challenge
 - Class monitors
 - Show and tell
 - Secret pupil

These need to be consistent across the year group and not set by individual classes

Responses to unexpected behaviour

There will be times where children don't follow school rules and expectations for behaviour. These will be addressed through the following system. Children's SEND and Safeguarding situations may contribute to unexpected behaviours. In these cases, the behaviour policy will be further supported by individual behaviour plans (appendix 2)

Tier 1		
<p>Teacher Strategies</p> <ul style="list-style-type: none"> ○ Private reminders – verbal and non-verbal ○ teacher to apply proactive strategies: ○ move seats ○ movement breaks ○ concentration station 	<p>Process</p> <ol style="list-style-type: none"> 1. Verbal or non-verbal reminders and support 2. Yellow card on desk 3. Red card on desk 4. 3rd incident move to Tier 2 <p>KS2 reset at break and lunch; KS2 reset at lunch</p>	
Tier 2		
<p>Teacher Strategies</p> <p>Partner Class Time Out is used to –</p> <ul style="list-style-type: none"> ○ Remove a child from a negative situation ○ Remove distraction ○ Give a break to peers <p>Whilst in partner class the teacher will</p> <p>When possible talk to the child about their behaviour</p> <p>Suggest strategies to avoid further escalation</p> <p>Talk about what the child might need to do on their return (e.g. say sorry)</p>	<p>Process</p> <p>Time out into Year Group Leader/partner class. Until end of session (return after break/after lunch/end of the day)</p> <p>Child is partnered with responsible child to take them to the class with an exit card and work to complete.</p> <p>During PPA/absence, the YGL class on either side of the year group can be used.</p> <p>If the child refuses to leave class, SLT or the Pastoral team to be called using the alert button to support the move (not taken out of the class the child is being sent to)</p> <p>Apology is expected on return to class</p> <p>Class teacher (sender not receiver) records on CPOMs assigning to YGL</p> <p>Message to family is sent through DOJO by class teacher</p> <p>When child returns to class they go back to tier 1. If they complete tier 1 again, skip to tier 3.</p>	<p>Skip to this tier for:</p> <p>Swearing</p> <p>Low level physical incidents e.g. pushing in line</p>

TIER 3		
<p>Use the Alert button to request support from the Pastoral Team/SLT</p> <p>Keep child and class calm until the child can be supported further</p>	<p>Process</p> <ol style="list-style-type: none"> 1. Low level but recurrent behaviours – child goes to Pastoral team for rest of session (am/pm) 2. Serious behaviours (physical attack/racist language) child goes to SLT for rest of session (am/pm) 3. Most serious behaviours, child goes to Head (attack of staff, serious physical attack) for rest of session (am/pm) <p>Work completed out of class and reflection work completed by child. (Appendix 3)</p> <p>Lunchtime is missed with the member of SLT on duty</p> <p>Where appropriate, the child writes a written apology with support from staff as needed</p> <p>Class teacher/staff who has dealt with incident records on CPOMs what has happened</p> <p>Phone call home to family by member of staff who has removed, or had child for session</p>	<p>Skip to this tier for:</p> <ul style="list-style-type: none"> • Physical attack • Verbal abuse on staff (1st offence) • Racist language (1st offence) • If a child has completed tier 2 for the second time
<p>TIER 4</p> <p>Appropriate sanction(s), as decided by the Head Teacher, will be implemented depending on the nature of the incident. They may include:</p>		<p>Skip to this tier for:</p> <ul style="list-style-type: none"> • Physical attacks • Verbal abuse on staff (repeated offences) • Racist language (Repeated offences)
<p>Upon reaching tier 4, the Head Teacher will take into account the context of the behaviour and how best to respond to the behaviour in one of the following ways.</p> <ul style="list-style-type: none"> • Internal suspension • External suspension • Report Card • To support behaviour when at risk of a suspension • YGL leads to monitoring report card • Class teacher feeds back to parents at end of every day (Maximum of 2 weeks) • Removal of privileges • Permanent exclusion 		

See Suspensions and Exclusions policy for details of the circumstances in, and process by which these sanctions will be applied.

Logging Incidents

CPOMs

- Behaviour incidents from Tier 2 onwards must be logged on CPOMs including any messages sent to families or phone calls
- When logging a behaviour incident the staff members should:
- Tick the behaviour box
- Alert SLT in person if the incident is serious
- Class teacher to record any follow up actions – e.g. speak to family member on pick-up
- YGL/SLT/Pastoral to record any follow-up work undertaken

Taking Account of Individual Student Needs

As required under the school's legal duties under the Equality Act, 2010, the staff at Belmore Primary will take into account the particular needs of more vulnerable learners.

We celebrate the fact that our children and families come to us with a wide range of experiences, backgrounds, cultures, and beliefs. We respect all of these unique qualities that collectively build our school community. We recognise that these backgrounds can result in both positive and adverse experiences which impacts on a child's physical, mental and emotional response to the world and people around them.

As a school we strive to provide a structure to support the social and emotional development of all, which can require adaptations in order to meet individual needs.

We will:

- not discriminate against any protected characteristics in the application of our behaviour policy
- ensure staff members are well informed about cultural differences in behaviour and their implications
- support newly-arrived students in understanding and following the behaviour policy
- make reasonable adjustments in the application of our behaviour policy to disabled students
- make special provision for students who need it in line with our SEND policy identify students at risk in advance wherever possible plan proactively how our disciplinary framework should be applied for each of these identified students
- ensure that every vulnerable student has a key person in school who knows them well, who strives to develop and maintain good links with the home, and who can act as a reference point for staff when they are unsure how to apply the behaviour policy in relation to the vulnerable child.

Supporting Individuals with Behavioural Difficulties

Belmore is dedicated to supporting all children to be able to access the curriculum and participate in school events wherever possible. The school recognises that some pupils may require a more differentiated approach.

Belmore Primary school has an Inclusion Team to provide support for children and their families where behavioural difficulties are having an impact on a child attending school and/or participating fully in the life of the school.

The Inclusion Team's role is to provide additional support for children that are finding school difficult, especially if concerning behaviour is a barrier to their learning. This support can include the development of individualised support plans, mentoring, nurture groups and/or support within the classroom.

When a child's behaviour sees a dramatic deterioration, or when support plans and contracts do not appear to be effective for whatever reason, the school will seek advice and/or assistance from appropriate external agencies. These can include:

- Hillingdon Borough SEND Advisory Team
- Hillingdon Borough Participation Team
- SENDIASS
- Educational Psychologist
- Specialist Provisions – e.g. Willows.
- Hillingdon Borough Early Intervention Services
- Social Services
- Springboard
- Child Development Centre
- Children's Centre (for children under 5 years)

Further Actions and Serious Incidents

Should behaviour not improve after support has been put in place, or if it further escalates then parents/carers will usually meet with the Head Teacher with the child and other relevant staff, to discuss next steps in addressing the child's behaviour, and providing any possible further support.

Failure to show any improvement in behaviour could result in

- Reduced timetable
- Internal exclusion
- suspension
- Permanent exclusion

Parents/Carers of the child will be informed of any suspension and the reasons for it by telephone and letter. The school will endeavour to send work home wherever possible. For fixed term exclusions, the child and their parents/carers will meet with the Head of School and a member of the Inclusion/Pastoral Team before returning to class.

Parents/Carers have the right to make representations about suspension and exclusions to the governing body by writing to the Clerk to Governors at the school as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations made by parents/carers and may place a copy of their findings on the child's school record.

Please see [Suspensions and Exclusions Policy](#) for further information.

Teachers can confiscate Pupils' Property

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items; and
- 2) Power to search without consent for "prohibited items" including:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article that has been likely to be used to commit an offence, cause personal injury or damage to property
 - Any item banned by the school rules which has been identified in the rules as an item which may be searched for

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme pornography will always be handed over to the police otherwise it is for the teacher to decide if and when to return a confiscated item.

Power to use Restraint/Positive Handling

The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Where force can be used, authorised staff may only exercise the statutory power to use force where:

- they and the student are on the premises of a school at which education is provided for the student. The student need not necessarily be a registered student at that school. The power also applies to students from other schools who are on the premises; or
- they are off school premises but are in lawful control or charge of the student (for example on a school visit)

Other than in these circumstances, staff only have common law rights to use force to defend themselves, persons or property.

Employers providing work experience placements for school students only have common law rights to use force.

Allegations against staff

All allegations made by a child will be fully investigated and addressed through relevant HR/safeguarding policies.

Please see the school [Safeguarding and child protection](#) policy for further information.

Staff Training/Support

All teachers, classroom support staff and lunch time support staff will receive training **at least** once a year on the implementation of the school's behaviour policy. If staff feel they require further assistance with specific children or incidents that have occurred, the Inclusion Team will be able to provide this on an individualised, year group, Key Stage basis as needed.

Anti-Bullying

Bullying is wrong and damages individual children. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. We want to encourage children to grow into responsible adults who oppose all forms of bullying in their community.

Belmore Primary school recognises that positive behaviour and effective behaviour management procedures are important in supporting the prevention in all forms of bullying.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school. This is outlined in [Belmore Primary school's Anti-Bullying Policy](#).

Further DFE Guidance

[Use of Reasonable force advice](#)

BELMORE RULES

We are proud to be part of the Belmore community where we have high expectations to represent the school positively.

We have a positive mind-set and even when we are faced with challenges we:

<p>Recognise that everyone is different and we value and encourage them</p> 	<p>Use kind words and actions. No swearing, racist, abusive or inappropriate language. No hurting others, fighting or play fighting</p> 	<p>Are polite and use good manners</p> 
<p>Listen and follow school adults instructions wherever we are</p> 	<p>Make sure we are where we are supposed to be, ready to learn</p> 	<p>Move around school calmly and safely</p> 
<p>Look after our school, classrooms and playgrounds, and everything in them</p> 	<p>Speak up when something isn't right</p> 	<p>We are honest, take responsibility for our actions and choices and understand that they have consequences</p> 

The Behaviour Cycle						
Name:	Form:		Completed by:		Date completed:	
	Baseline Green Zone	Trigger Yellow Zone Anxious Can be delayed reaction	Escalation Yellow Zone Stressed, fearful	Crisis Red Zone - Rage Can get here seemingly with no warning	Recovery Blue Zone	Post Incident Depression Blue Zone → Green
Pupil presentation	<ul style="list-style-type: none"> - Quiet - Engage in adults - Engage in lessons - Adult 1-1 talk time on his topic - Short attention span - Attempting work - Will put up hand to share ideas - Shout out to answer questions 	<ul style="list-style-type: none"> - Tries to be silly with other key target children in the room. - Bickers with others. - Fidgeting - Standing up without permission - Enticing others - Indirect responses - Walk out of the room - Redirect 	<ul style="list-style-type: none"> - Stands up and wanders around room distracting other key children - Rude to other students. - Dismissive of adult instruction. - Rude to adults. - Walk out of the room - Redirect 	<ul style="list-style-type: none"> - Swearing - Throwing or damaging property - Hit other children - Argue - Refusal to follow instructions - Ignores adults - Runs away - Rude to other children - Disrespectful to adults - Loud noises - Redirecting 	<ul style="list-style-type: none"> - Follow adult instructions - Chatty 	<ul style="list-style-type: none"> - Good understanding of behaviours - Quiet reminders about previous behaviour may help to prevent further escalation
Staff Intervention/Support	<ul style="list-style-type: none"> - Laptop learning activities - Regular checkins to do with his learning - No distractions in the room - Quiet space - Sat on his own. - Movement breaks - Praise - Launchpad - Low demand situations - Rewards (ipad time-needs 3 ticks to get 5 minutes) - Zones of regulation - Social story - Calm box 	<ul style="list-style-type: none"> - Regular check-ins by class teacher during learning. - Alert button - Social story - Consistent approach to behaviour from children so he doesn't feel targeted - Positive praise 	<ul style="list-style-type: none"> - Colouring - Call for trusted adult. - Alert button 	<ul style="list-style-type: none"> - Press alert button - SLT member – keep eye on him but give space. - Trim trail - Safe space to given - Calm quiet voice observing what he is feeling (I can see you are feeling really cross) 	<ul style="list-style-type: none"> - Low demand approach - Quiet space - Calm atmosphere - Time to reflect - Time out with trusted adult 	<ul style="list-style-type: none"> - Clarify expectations. - Discuss the incident at a time when he is back in the green zone - Move on to new activity - Start fresh - Reminder of rewards

Belmore Primary Academy
Behaviour reflection

What happened? Circle the images that apply.

 wasn't following instructions	 talking	 wasn't on task	 was disrespectful/silly	 had a negative attitude	 distracted others	 wasn't ready/late	 made a mess
 was dangerous	 bullying	 was aggressive	 was violent	 damaged property	 persistent negative	 was inappropriate	 other

Can you tell us any more?

How were you feeling? Circle the images that apply.

 bored/impatient	 silly/giddy	 angry	 frustrated	 sad	 confused	 troubled/a lot on my mind	 embarrassed
 guilty	 tired	 anxious	 stressed	 jealous	 hungry	 scared	 other

Can you tell us any more?

Who else has been affected?

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Behaviour reflection

How might they be feeling? Circle the images that apply.



What could you have done differently?

How can we resolve this problem?

- I could say, "Sorry." Being sure to explain what I am sorry for.
- Write an apology letter or card.
- Work with an adult to talk about my feelings or other's feelings and then apologise.
- Take time to think about how my actions may have affected others and then apologise.
- Other - please note down:

When and how was this managed? (adult to complete)

This behaviour reflection form should be scanned into CPOMS by the adult working alongside the child.