

# Binbrook Church of England Primary School



## Behaviour Policy

Signed by:

*Anna Hall*

Head teacher

Date: July 2026

Chair of governors

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Next Review: July 2027

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## Statement of intent

Binbrook Church of England Primary School believes that, in order to facilitate teaching and learning, and therefore realising our Christian Vision of enabling children to become the best possible version of themselves; acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour. The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2026) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE Latest version of 'Keeping children safe in education'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2026) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'
- DfE (2026) Mobile Phones in Schools

This policy operates in conjunction with the following:

- Code of Conduct Home-School-Child Agreement
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Positive Handling and Physical Intervention Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- Equal Opportunity Policy
- Pastoral Support/Behaviour Action Plans

## 2. Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.

- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher (who is also Senior Mental Health Lead) will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The SENCO will be responsible for:

- Collaborating with the governing board, and headteacher, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

### 3. Definitions

For the purposes of this policy, the school will define “serious unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – (including prejudice-based and discriminatory bullying) a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied

- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature – this may include bullying via text or images generated by artificial intelligence (AI)
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

See Appendix 1 “Nature of Incident” types for the purpose of monitoring on the half-termly summary table.

#### **4. Staff induction, development and support**

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build and maintain an effective culture of positive behaviour.

Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

## **5. Social, emotional and mental health (SEMH) needs**

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

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

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

## **6. Managing behaviour**

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring. Depending on the nature and frequency of incidents, parents/carers may be informed.

The Head Teacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.



Each class has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour (See Appendix B: Classroom Rules). Attention is given to how rules are worded, such as the use of positive language rather than negative.

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour.

The school also has expectations regarding classroom routines in order to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

Rewards for good behaviour (some are cross-school; others are age group-specific):

Verbal praise

Child of the Day (FS2)

Informing parents/carers/other teachers/Head Teacher

Class Points (may convert to prizes)

Table Points (may convert to prizes)

House Points (towards end of half-term reward)

Learner of the Week Cup\* (per class)

Christian Value Cup\* (per class; for a child the teacher has noticed demonstrating one)

\*awarded during weekly whole-school Celebration Collective Worship. Parents informed via Parent Hub – stickers for other “Special Mention” children – parents to be invited to celebration

The school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another if they see them modelling good behaviour.

#### In Foundation Stage 2 and Key Stage 1

Children will be given two verbal warnings for any low level behaviour, (at this point their names will be written on the board) and on the third warning the child will be sent to a partner class to have some 'Time out' (class teacher has discretion as to how long for, but will wish to minimise loss of learning time). Sometimes the child will also miss some or all of their playtime.

#### In Key Stage 2

A “traffic light” approach to sanctions/consequences is introduced. All children start the day on green. If they receive a verbal warning, they are moved to yellow, a further warning means a move to red and having to spend some time out in a partner class (class teacher has discretion as to how long for, but will wish to minimise loss of learning time), and miss playtime. There is also the potential to be elevated from green to a “star” for particularly pleasing behaviour, and receive a class point/house point.

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

When a child “misses playtime”, they are either supervised by a member of staff inside the school, or outside by the staff members on play duty (they child has to stand by the wall, in sight of the member of staff, but doesn't engage in play).

The Head Teacher/Class Teacher may decide that a Pastoral Support Plan or an Individual Behaviour Plan needs creating to outline the necessary provisions in place to support improvements in behaviour. This will be discussed with parents.

The Head Teacher (or Assistant Head Teacher in her absence), may be involved at any stage of a behavioural incident if the Class Teacher deems it severe enough in nature. If necessary, the head teacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.

## **7. Recording and Monitoring of Behavioural Incidents**

Class teachers, the Head Teacher and the Education Welfare Support Assistant use the CPOMS (Child Protection Online Monitoring System) to record certain behaviours displayed by certain children (and the antecedent and consequences as appropriate).

Not all behavioural incidents are recorded on CPOMS

The decision to record a behavioural incident depends on:

- the frequency with which a certain behaviour occurs
- the severity of the behaviour (its negative impact on the child his/herself, or another)
- where a need has been identified, an intended solution implemented and monitoring for desired impact is necessary
- a parental contact (either school contacting the parent or vice versa)

On a daily basis, the Head Teacher (who is also the DSL), the Assistant Head Teacher (also SENDCo), and the Education Welfare Assistant (also attendance officer), are updated, via the CPOMS system, of any incidents that have occurred.

By the end of a week, there may be an identified pattern, resulting in a specific action being taken, or indeed the recording of positive outcomes may prove that a certain intervention is having the desired impact, or it might mean further monitoring is needed.

Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.

Half and full-term reviews/summaries enable further measurement of unmet need/impact of intervention (reportable to School Governors)

Any trends regarding specific incident types and frequency within year groups/times of day/subject lessons/physical areas of the school site can be identified when reports are analysed ahead of summary

The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice

This may lead to identification of staff training needs

Safeguarding and other concerns regarding the child are also recorded on CPOMS, thus, through regular monitoring, the "full picture" can be established and unmet needs met quickly in order to enable all children to thrive.

## **8. Supportive Strategies**

In this school, strategies employed to support children who have specific needs that could otherwise lead to episodes of misbehaviour, or as a result of monitoring of behavioural incidents, include:

General pastoral support (Class Teacher/ Class Teaching Assistant)

Targeted discussions with pupils

Frequently engaging with parents

Providing bespoke pastoral support, (usually delivered by Teaching Assistants who knows the child well)

Regular sessions with one of our ELSA (Emotional Literacy Support Assistants)

Short or longer-term behaviour plans (this may include a Pastoral Support Plan –PSP and regular support from the Lincolnshire Behaviour Outreach Support Services – BOSS)

Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist. This may involve support from an Early Help Worker in the home, a Community Paediatrician, Healthy Minds, Child Counselling or the Pupil Reintegration Team.

### **Mobile Phones**

To mirror the school's Pupil/Parent/Carer Acceptable use of ICT Systems Agreement, pupils are forbidden to bring a personal mobile phone, smartwatch or other personal electronic device which has internet connectivity, into school. If parents advise us in person, that such devices are required by pupils immediately after school (e.g. on occasions, parents of children in Upper Juniors have stated their need for a mobile phone at this point in the day), the phones will be handed over to the School Office where they will be kept in a secure place for the duration of the school day. The phone will be returned to the pupil after the end of day school bell has gone.

Pupils are forbidden to take mobile phones on school trips, including residential.

### **Behaviour curriculum**

Positive behaviour will be taught to all pupils as part of the Personal Development curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The Personal Development curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

## **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

## **Preventative measures for pupils with SEND**

Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

## **De-escalation strategies**

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

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

## **Physical intervention**

In line with the school's Positive Handling and Physical Intervention Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is

necessary. The situations in which physical restraint may be appropriate are detailed in the Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the head teacher and the pupil's parent will be contacted.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

## **9. Sexual abuse and discrimination**

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual discrimination, gender-based bullying and sexual violence.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

## **10. Smoking and controlled substances**

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in Child Protection and Safeguarding Policy.

## **11. Prohibited items, searching pupils and confiscation**

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

- Knives and weapons.
- Alcohol.

- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

## **12. Behaviour outside of school premises**

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Home-School-Child Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying (which may include messages or images generated using AI), witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

### **13. Data collection and behaviour evaluation**

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly or annually by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

### **14. Monitoring and review**

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

## Appendix A:

### Binbrook C of E Primary School and Pre-School: Half-Termly Behaviour Summary Master

| Nature of incident                                                                                                                                                                                                                          | Number of each incident type:<br><i>State which half term</i> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| <b>Physical abuse towards another child</b> (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse) |                                                               |
| <b>Physical abuse towards member of staff</b>                                                                                                                                                                                               |                                                               |
| <b>Verbal abuse towards another child</b>                                                                                                                                                                                                   |                                                               |
| <b>Verbal abuse towards staff</b>                                                                                                                                                                                                           |                                                               |
| <b>Bullying/Intimidation (physical or mental)</b> , including cyberbullying, prejudice-based and discriminatory bullying (incl. gender-based), persistent name calling                                                                      |                                                               |
| <b>Sexual Violence/Sexual Abuse/Sexual Harassment</b>                                                                                                                                                                                       |                                                               |
| <b>Racist Incident</b>                                                                                                                                                                                                                      |                                                               |
| <b>Homophobic incident</b>                                                                                                                                                                                                                  |                                                               |
| <b>Related to medical condition</b>                                                                                                                                                                                                         |                                                               |
| <b>Persistent Defiance</b>                                                                                                                                                                                                                  |                                                               |
| <b>Persistent Disregard of Classroom Rules</b><br>(as per Appendix B of Behaviour policy)                                                                                                                                                   |                                                               |
| <b>Online/Technology related (in school)</b>                                                                                                                                                                                                |                                                               |
| <b>Online/Technology related (out of school)</b>                                                                                                                                                                                            |                                                               |
| <b>Stealing</b>                                                                                                                                                                                                                             |                                                               |
| <b>Other (include basic detail)</b>                                                                                                                                                                                                         |                                                               |



# Classroom Rules

1. Listen carefully.

2. Follow directions.

3. Work quietly. Do not disturb others who are working.

4. Respect others. Be kind with your words and actions.

5. Respect school and personal property.



6. Work and play safely.

