



**Alma
Primary**

עולם חסד יבנה
A world built on kindness

Alma Primary Behaviour for Learning Policy including Exclusions

Responsibility: *Marc Shoffren*
GB Committee responsible: *Learning and Children's Committee*
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Alma Primary Behaviour for Learning Policy

Policy Overview

Promoting positive behaviour and managing poor behaviour in an appropriate way involves a level of complexity and necessitates a large degree of practitioner judgement by individual members of staff dealing with children. In order to create a clear and fair framework for the management of behaviour which guides Alma staff, and supports the development of positive behaviour for all children at Alma, this policy is in five sections

- Part 1 identifies clear aims, gives definitions of negative behaviour, and describes the responsibilities of different groups in the school community;
- Part 2 explains the main strategies for promoting positive behaviour for learning including the Alma Kindness code and effective classroom management;
- Part 3 identifies the procedures used for addressing undesirable behaviour;
- Part 4 specifies the exclusion procedure for persistently damaging or extreme behaviour;
- Part 5 clarifies further relevant areas, including staff training, safeguarding considerations and data collection.

The Appendices to the policy include the Alma Constant Kindness Code, a summary of the exclusions process, and the behaviour log used for disruptive or low level behaviours.

Part 1: Introduction, aims, definitions, legal framework and responsibilities

1. Aims

At Alma Primary, we provide a welcoming, caring school environment, which challenges, motivates and stimulates each child, whilst fostering qualities of excellence. We believe that good behaviour underpins teaching and learning, and children at Alma Primary are encouraged to take responsibility for their own behaviour.

Alma Primary is committed to:

- Promote good behaviour by using a range of strategies based on positive reinforcement;
- Teach values and attitudes as well as knowledge and skills to promote responsible behaviour, self-discipline, and to foster in children a respect for themselves, for other people and their property;
- Have consistent expectations of behaviour for all members of our school community, taking SEND into account;
- Ensure that there is calm, consistency and clarity when dealing with incidents of inappropriate behaviour throughout the school.

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 families.
- Developing positive relationships with children to enable early intervention.
- A shared approach which involves children in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all children can achieve.

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Reasonable sanctions will be used where a child'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.

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

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

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

2. Definitions

At Alma Primary, we identify three categories of unacceptable and undesirable behaviour:

- **Disruptive** behaviours
- **Damaging** behaviours
- **Extreme** behaviours

Incidents are classed as **disruptive** if they involve behaviour which may disrupt the education of the perpetrator and/or other children. These are behaviours which are often referred to by the DfE as "low-level unacceptable behaviour". These include, but are not limited to:

- Low-level disruption and talking in class
- Rudeness
- Lack of cooperation
- Ignoring school staff
- Repeated lateness
- Failure to complete classwork / home learning
- Disruption on public transport
- Use of mobile phones without permission
- Some incidents of graffiti

Disruptive or 'low level' incidents are normally handled by the responsible adult working with the child e.g. teacher or LSA working with the group at that time, by reminding the child of the rule or task, or introducing such consequences as withdrawal of privileges. **Disruptive** incidents are recorded on the class behaviour monitor.

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour and therefore recorded on CPOMs.

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Incidents are classed as **damaging** if they do are likely to cause harm to oneself or others, damage school equipment or the school environment, or damage the reputation of the school within the wider community. These include, but re not limited to:

- **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** – 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).
- **Damaging** behaviours also include a range of behaviours that are more serious than the disruptive behaviours defined above, such as
 - being deliberately rude;
 - being aggressively disruptive;
 - engaging in negative/aggressive arguments;
 - swearing;
 - minor untruths)
- Any behaviour that seriously inhibits the learning of children
- Any behaviour that requires the immediate attention of a senior staff member.

When staff encounter damaging behaviours, if they are judged to be a 'one-off' incident, then they will normally deal with this within the existing school systems, but will also inform the relevant members of SLT and record the incident on CPOMs, the schools safeguarding and serious behaviour system.

Incidents are classed as **extreme** if they are serious incidents which endanger the child or others, contravene school behaviour expectations identified in this document, or contravene legal behaviours. These include, but are not limited to:

- Theft of money or property
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Acts of violence or serious vandalism
- Fighting and/or aggression to staff
- Persistent disobedience or disruptive behaviour, including refusing to comply with disciplinary sanctions
- Truancy and running away from school
- Verbal abuse, including swearing, racist remarks and threatening language
- Any behaviour that threatens safety or presents a serious danger

Persistent incidents or damaging behaviour, or incidents of extreme behaviour (e.g. sexist/racist comments/abuse; threatening/aggressive behaviour; harming another child/adult etc) should always be referred to the Headteacher (or an Assistant head in the absence of the Headteacher) who will deal with the matter in collaboration with the class teacher and the child's parents/carers.

Incidents of extreme behaviour are also recorded on CPOMs, the schools safeguarding and serious behaviour system.

3. Legal framework

This policy has due regard to relevant legislation and statutory guidance including, but not limited to:

- 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 (2013) 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 (2021) Sexual violence and sexual harassment between children in schools and colleges
- DfE (2022) Searching, Screening and Confiscation: Advice for schools
- DfE (2023) Suspension and Permanent Exclusion from maintained schools, academies and child referral units in England, including child movement
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'
- DfE (2024) Keeping children safe in education 2024

This policy operates in conjunction with a range of school policies aimed at promoting a positive learning environment and wellbeing at Alma Primary.

4. Roles and responsibilities

The governing board will have overall responsibility for:

- 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 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;
- Establishing high expectations of children's 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, families and children at least once a year;
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any mental health and wellbeing related issues that could be driving disruptive behaviour.

The SENDCo will be responsible for:

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- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing children with mental health and wellbeing related behavioural difficulties, and how the school engages children and families with regards to the behaviour of children with these difficulties;
- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, 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, SEND and safeguarding policies to support children with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy;
- Supporting teachers in the further assessment of a child's strengths and areas for improvement and advising on the effective implementation of support.

The senior leadership team will be responsible for:

- Supporting behaviour management in line with the safeguarding policy;
- Promoting positive behaviour management;
- Supporting teachers and other class-based staff in employing behaviour management strategies.

Teaching staff will be responsible for:

- Planning and reviewing support for children with behavioural difficulties in collaboration with families, the SENDCo and, where appropriate, the children themselves;
- Aiming to teach all children the full curriculum, whatever their prior attainment;
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential, and that every child 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 children in their class;
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

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;
- Modelling high levels of behaviour themselves;
- Setting high expectations for every child;
- Supporting children in adhering to this policy;
- Providing follow up opportunities for children to reflect on, and learn from incidents of poor behaviour, where these happen;
- Promoting a supportive and high-quality learning environment;
- Sanctioning children who display poor levels of behaviour, in conjunction with a relevant member of the leadership team;
- Being aware of the signs of behavioural difficulties;
- Being aware of the needs, outcomes sought, and support provided to any children with specific behavioural needs;
- Keeping the relevant members of staff up-to-date with any changes in behaviour, including:
 - SENDCo;
 - Headteacher;
 - Individual class teachers;
 - Subject leaders.

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Children 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.

Families will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home;
- Meeting school staff, when requested, face-to-face or remotely, in order to discuss behavioural concerns;
- Supporting school staff in implementing the consequences of inappropriate or negative behaviour;
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Part 2: Promoting Positive Behaviour

5. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.

Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all children;
- Establish agreed rewards and positive reinforcements;
- Establish sanctions for misbehaviour;
- Establish clear responses for handling behavioural problems;
- Encourage respect and development of positive relationships;
- Make effective use of the physical space available;
- Have well-planned lessons with a range of activities to keep children stimulated.

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to children and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see children's faces, that children can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

6. Alma Constant Kindness Code

Children need encouragement to behave well, in order to make the most of their learning opportunities, along with clear expectations. Core Jewish values of responsibility for our own actions and mutual respect underpin our positive behaviour approach:

- *derech erez* – behaving respectfully towards everyone and everything;
- *ve'ahavta le'rayekha kamokha* – behaving to others as you would like them to behave to you.

We teach children positive behaviour as well as teaching children about unacceptable behaviour and the consequences of this behaviour. Our expectations of behaviour, along with a summary of ways that we recognise positive behaviour and consequences for poor behaviour, are summarised in the Alma Constant Kindness Code (see Appendix 2, below).

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All staff are expected to promote and model these expectations in our school.

At Alma Primary we encourage all in our school to always be:

- Ready to learn;
- Respectful to others and to ourselves;
- Responsible for our words and actions .

We expect all children and adults in our school to support the Alma Constant Kindness Code by:

- Responding politely and respectfully to all members of staff;
- Actively listening to others;
- Being helpful and kind to everyone;
- Disagreeing with others respectfully;
- Appreciating and celebrate differences;
- Understanding their own feelings and the feelings of those around them;
- Asking for help or telling an adult if they are unhappy.

Positive behaviour is explicitly taught through PSHE (Personal, Social, Health Education), Jewish learning, citizenship, RE (Religious Education) and through whole school activities. Positive behaviour which is promoted by:

- Fostering a cultural or mutual respect and high self-esteem;
- Contributing to the personal and social development of children, including developing emotional competence and self-discipline in children;
- Encouraging children to make informed and well-balanced choices.

7. Promoting Positive Behaviour - praise and reward

Every child is valued at our school and should receive equal opportunities for taking responsibility in the school.

Alma Primary recognises that praise is key to making children feel valued and ensuring that their work and efforts are celebrated. Children will be praised and rewarded for positive behaviour.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to families
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project/role

When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded;
- The praise is given immediately following the desired behaviour;
- The way in which the praise is given is varied;
- Praise is related to effort, as well as to work produced;
- Perseverance and independence are encouraged;
- Praise is only given when a child's efforts, work or behaviour need to be recognised, rather than continuously without reason;
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the Alma Primary staff teams understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will

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encourage children to praise one another, and praise another child to the teacher, if they see them modelling good behaviour.

When giving rewards, teachers will ensure that they are:

- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Immediate** – immediately rewarded following good behaviour.
- **Fair** – making sure all children are fairly rewarded.

Some of the rewards at Alma include the following:

Class Honour Boards and Certificates: Our Honour Boards in each teaching space promote the positive behaviour that are being prompted in the class at that time. These boards are updated and changed each day to reflect the needs of the class. Children's progress and achievements are also recognised through the variety of certificates presented each week in our Friday Kabbalat Shabbat assembly, along with membership of the Giraffe Club.

Success Tree and Giraffe Club: In addition to individual reward and encouragement systems, we have a school wide whole class reward system, our 'Success Tree' in the school hall. During the week teachers are able to give classes 'leaves' for participation, creativity, quiet transitions and positive engagement in school. The leaves are counted on Friday mornings with the children and the winning class each week is rewarded. We also have a Giraffe Club, on display in the entrance hall, recognising children who 'stick out their necks' for others.

Part 3: Addressing inappropriate behaviours including searching children

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve children's behaviour in the future.

8. Managing unacceptable 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.

All staff will record behavioural incidents that are deemed to be 'disruptive' on the class behaviour monitor. Incidents of 'damaging' or 'extreme' behaviour are recorded on CPOMs, the schools safeguarding and serious behaviour system, in order to help identify children whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a child's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with children, a phone call with families, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, staff will use their professional judgement and experience to determine an appropriate and reasonable response. This may include an appropriate sanction, in line with the Alma Constant Kindness Code (below and Appendix 2). A sanction may include a 'think it through sheet', a letter of apology to an adult or child, or an appropriate activity designated by the member of staff. In some situation it will be appropriate for the child to complete a sanction at home to be brought back into school.

9. Prevention strategies, intervention, and sanctions for unacceptable behaviour

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All staff are trained in behaviour management, in order to ensure a consistent approach across the school. Incidents of disruptive or damaging will be approached as an opportunity to help the child learn to reflect on their behaviour, through selecting an appropriate consequence for their actions if they continue, for example by work which is unfinished as a result of poor behaviour will be completed in the child's own time. When behavioural incidents occur, adults will aim to start each day afresh and will encourage children to do the same.

All adults working or volunteering in our school are expected to be in control of themselves and their emotions before addressing poor behaviour. Staff recognise that children will need to have behaviour recalled and retaught as contexts, curriculum and age change. Class staff at Alma Primary are trained in the use of micro-scripts to quickly, quietly and positively address incidents of poor behaviour in the classroom.

Staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

In order to minimise negative behaviour in our school, in our work with children we ensure that:

- We share clear, consistent expectations;
- Teach behaviours we want to see;
- Recognition and positive relationships;
- Respond to difficulties calmly.

Dealing with incidents

Any undesirable incident will be dealt with as an opportunity to help the child learn to reflect on their behaviour, through self-selecting an appropriate consequence for their actions if they continue. Work left unfinished as a result of poor behaviour will be completed in the child's own time. If a subsequent serious problems occur, then the issue will be escalated to a senior member of staff and parents/carers will be informed.

Persistent poor behaviour will be dealt with by:

- The instigation of a Behaviour Support Plan which encourages improvements in behaviour. The Alma team will always try to engage with parents/carers, as part of the Behaviour Support Plan;
- Seeking help from outside agencies such as the Educational Psychologist;
- Extreme cases of undesirable or damaging behaviour will be dealt with by internal exclusion, where children are placed in isolation from the rest of the school under the direct supervision of the Head teacher. Following an internal exclusion, a meeting will be held with the child and their parents to discuss re-integration back into class, which will be done subject to strict agreed conditions;
- In appropriate cases a suitably trained member of staff may decide that a child must be restrained using reasonable force;
- In the event that a child's behaviour is unmanageable in school, the decision may be taken to exclude them externally. In the event of an exclusion that lasts for more than a single day, a member of school staff will be in regular contact with the home to minimise the amount of work missed. The re-integration back into school will be a carefully managed process, with one key member of staff taking responsibility for the child for at least two weeks after return to school. The partnership between the parents and the school is crucial for the management of this difficult process.

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Consistently poor behaviour can be a form of Special Educational Need and the approach selected will depend upon the behaviour exhibited (see SEND and behaviour management, below).

10. Solving behaviour-related problems and conflicts.

At Alma Primary we use a cooperative approach to resolve conflict, based on conflict resolution and restorative justice. This approach uses peer mediation to build, maintain and repair relationships. A child who suffers 'low-level' physical or emotional hurt by another child must first:

- Let the child know how he / she is feeling and give them a reason to stop;
- If the negotiation breaks down and the behaviour continues the child must tell the adult in charge immediately, who will then intervene to deal with the situation.

11. De-escalation strategies

Where negative behaviour is present, staff will implement de-escalation strategies to diffuse the situation, including:

- 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 child's escape route;
- Showing open, accepting body language, e.g. not standing with their arms crossed;
- Reassuring the child and creating an outcome goal;
- Identifying any points of agreement to build a rapport;
- Offering the child a face-saving route out of confrontation, e.g. that if they stop the behaviour then the consequences will be lessened;
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you return to your seat, I can help you with your work" rather than "if you don't return to your seat, I won't help you with your work".

A group of Alma staff are trained in Team Teach strategies, both to support de-escalation and in the use of appropriate manual handling, where this is necessary.

12. Physical restraint

In some circumstances, staff may need to use reasonable force to restrain a child to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Full guidance on physical restraint is detailed in the schools Positive Handling Policy.

Physical restraint must:

- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded on CPoms and reported to parents/carers.

13. Banned Items, Confiscation and Searching

The following items are banned from the school premises:

- Knives and weapons;

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- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- 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 child themselves; or
 - To damage the property of any person, including the child themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes;
- Lighters;
- Aerosols;
- Legal highs/psychoactive substances;
- Energy drinks.

Mobile phones will be handed in on arrival at school and children will be permitted to collect their mobile phones after school.

All members of staff can use their power to search, without consent, for any of the items listed above. In accordance with DfE guidance, the Headteacher or any member of the School Leadership Team can search children or their possessions without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item. School staff can search a child for any item if the child agrees. Staff members may instruct a child to remove outer clothing, including hats, scarves, boots and coats in order to conduct a search.

Where required, searches will normally be conducted by a same-sex member of staff, with another member of staff as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff. A child's possessions will only be searched in the presence of the child and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item. Staff can also seize any item that they consider harmful or detrimental to school discipline. The school is not liable for any damage to, or loss of, any confiscated item.

The headteacher will always be notified when any item is confiscated. Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

In a situation where children have brought pornographic images into school, or shared them digitally, this will be dealt with under the safeguarding and relevant policies. The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff. For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a child.

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Further guidance on searching children can be found in the DfE's 'Searching, Screening and Confiscation' guidance.

14. Behaviour Outside Alma Primary

Children at the school must agree to represent the school in a positive manner. The guidance laid out in the Child Code of Conduct will apply both inside school and out in the wider community, particularly if the child is dressed in school uniform. This includes behaviour online which may affect the individual or the school's reputation or constitute cyberbullying as set out in the Preventing Bullying Policy and in the schools Acceptable Use Policy.

Staff can discipline children for misbehaviour outside of the school premises, including conduct online, when the child is:

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

Staff may also discipline children for misbehaviour outside the school premises, including conduct online, that:

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

When behaviour of an Alma Primary child outside of school has a negative effect on another individual or group within the school, including in the use social media, this policy will still have effect. Similarly, children's behaviour outside Alma Primary on trips and journeys, School sports fixtures or representing the school, is subject to this Behaviour Policy. Unacceptable behaviour in these circumstances will be dealt with as if it had taken place in Alma Primary.

For behaviour outside Alma Primary but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the child body as a whole. If children's behaviour in the immediate vicinity of the Alma Primary or on a journey to and from Alma Primary is poor and meets the Alma Primary criteria for exclusion then the Head teacher may decide to exclude.

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 Preventing 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 child 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 children from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

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Part 4: Managing Exclusions

15. Exclusions

The decision to exclude, whether temporarily or permanently, can be made only by the Headteacher (or a deputised Assistant Head Teacher if the Headteacher is unavailable for more than 12 hours), taking into account all contributing factors, and after speaking with the child, where appropriate. All decisions will also be made in line with the principles of administrative law and with due respect to the legislation relating directly to exclusions and the school's wider duties, including the European Convention of Human Rights and statutory duties relating to special educational needs (SEN).

The Headteacher will take into account their duty of care when excluding and the obligation to inform parents immediately. A child who is excluded is required to be at home through the exclusion period.

Temporary Fixed Term Exclusion. A temporary exclusion of 1 to 5 days may be invoked if:

- Established behaviour targets have not been met;
- A severe behaviour incident has occurred (e.g. physical attack, significant damage, uncontrolled threatening behaviour including verbal abuse, significant impact to learning of others etc.);
- A child has repeatedly been on some form of consistent monitoring and reporting which has failed to help them improve the behaviour they have shown.

At this stage the following activities should occur in conjunction with all measures to work with the child:

- Temporary exclusion (1-3 days);
- A 'Staying in School' contract agreed between child, teacher & parent/carer;
- Chair of Governors informed;
- Where appropriate the LA informed that child is at risk of exclusion;
- Review period agreed of between one and four weeks

At the end of the review period the Headteacher will determine whether to return to a monitoring approach or move to a permanent exclusion.

Fixed Term Exclusion. A fixed term exclusion of between 4 to 20 days will only be considered if:

- Following a temporary exclusion attempts to work with the child have failed to make any progress;
or
- As a response to a serious breach (or persistent breaches) of the school's behaviour policy; or
- When allowing a child to remain in school will seriously harm the education or welfare of the other children in our care, or to adults in the school.

Permanent Exclusion. Permanent exclusion of a child will only be considered once a fixed term exclusion has failed to make any progress. This decision will be taken by the Headteacher in consultation with governors.

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the Alma Primary or the child concerned. Before deciding whether to exclude a child either permanently or for a fixed period the Headteacher will:

- Ensure appropriate investigations have been carried out;
- Consider all the evidence available to support the allegations taking into account this policy and the school's Equality Policy;
- Allow the child and parents to give their version of events;
- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

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If the Headteacher, is satisfied that on the balance of probabilities, the child did what he or she is alleged to have done, then the Headteacher may choose to exclude the child.

Exercise of Discretion: In considering whether exclusion is the most appropriate sanction, the Head teacher will consider:

- The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the Alma Primary's Behaviour Policy
- The effect that the child remaining in the Alma Primary would have on the education and welfare of other children and staff.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of Governors, when they meet to consider the Headteacher's decision to impose a permanent exclusion. The Head teacher will explain the reasons for the decision and will look at appropriate evidence, such as the child's school record, witness statements and the strategies used by the staff to support the child prior to exclusion.

16. Exclusion Procedure

Prior to exclusion parents are contacted immediately where possible by phone. A letter will also be sent by email giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body as directed in the letter.

At the conclusion of the exclusion period, prior to the return to school, the child, their family and relevant staff will take part in a 'reintegration' meeting. Where it is deemed necessary; a Pastoral Support Plan will be drawn up which will be agreed with the headteacher, child and parents.

Independent working may be used as a means to reintegrate a child who has been subject to an external exclusion.

Most exclusions would be of a fixed term nature and of short duration (usually between one and three days). The Governing Body will review all permanent exclusions from the Alma Primary and all fixed term exclusions that would lead to a child being excluded for over 15 days in an Alma Primary term. The Headteacher will inform the Chair of Governors immediately of any decision to exclude a child in order enable the Governing Body to instigate a review of the exclusion, where required.

17. Education for Excluded Children

For any fixed-period exclusions of more than four school days, the Governing Body, in consultation with the School Leadership Team, will arrange suitable full-time education for the child, which will begin no later than the sixth day of exclusion.

- Where a child receives consecutive fixed-period exclusions, these will be regarded as cumulative, and full-time education will still have to be provided from the sixth day of exclusion.
- For permanent exclusions, full-time education will also be provided for the child from the sixth day of exclusion. The Governing Body is aware that it is beneficial to excluded children to begin their alternative education arrangements before the sixth day of exclusion. The Governing Body will always attempt to arrange alternative provision before the sixth day of exclusion. Where it is not possible to arrange alternative provision during the first five days of exclusion, the school will ensure that they take reasonable steps to set and mark work for the excluded child.

If a child with SEND has been excluded, the Governing Body will ensure that:

- Any alternative provision is arranged in consultation with the child's parents, who are able to request preferences.
- When identifying alternative provision, any EHC plan is reviewed/the child's needs are reassessed, also in consultation with the child's parents.

Part 5: Related matters

18. 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 children to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of children 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 child'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 child wellbeing will be supported to undertake any relevant training or qualifications.

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.

19. Support for Children and Recognition of Safeguarding Link

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be differentiated to cater to the needs of the pupil. Some children will need individualised support in order to manage these expectations, for example if they have SEND.

Where necessary and appropriate adaptations will be made on a case-by-case basis and staff are encouraged to seek advice from the school SENDCo if unsure about how to work effectively with individual pupils. When acute needs are identified we will liaise with external agencies, including specialist teachers, an educational psychologist, medical practitioners and/or others in order to plan support programmes for the child. We will work with parents to create the plan and review it on a regular basis. While recognising the needs of individual children with SEND, we continue to have high expectations of all children and do not accept aggression towards adults or children in our school. Changes in behaviour may also be an indicator that a child is in need of help or protection. We will consider whether a child's behaviour may be linked to significant harm and, where this may be the case, we will follow our child protection and safeguarding policy.

Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Safeguarding Policy, and will take appropriate steps to stop the harassment, as well as to prevent any reoccurrence. 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.

Statutory Authority Regarding Child Behaviour and Discipline

We recognise that in accordance with the relevant laws and statutory responsibilities:

- Teachers have statutory authority to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for children, such as teaching assistants.

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- Teachers can discipline children at any time the child is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline children for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate children's property.

While recognising these powers, we use the range of strategies in this policy in order to avoid the need for more punitive actions.

20. 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 child support units, off-site directions and managed moves;
- Incidents of searching, screening and confiscation;
- Anonymous surveys for staff, children, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be monitored and objectively analysed 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.

21. Monitoring and review

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

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Appendix 1: Exclusions summary

Type	Conditions	Approval	Process
Temporary: 1-3	Established behaviour targets have not been met A severe behaviour incident has occurred Consistent monitoring and reporting has failed to address behaviour	Headteacher (or deputised AHT)	CoG & Barnet Informed Parents informed Reintegration meeting held on return to school.
Fixed term: 4 – 20 days	Following Temporary exclusion or <ul style="list-style-type: none"> • As a response to a serious breach (or persistent breaches) of the school's behaviour policy; • When allowing a child to remain in school will seriously harm the education or welfare of the other children in our care, or to adults in the school. 	Headteacher (or deputised AHT)	CoG & Barnet Informed Parents informed Reintegration meeting held following expiry of FT period
Permanent	All other attempts to work with the child have failed to make any progress Response to a serious breach Potential for serious harm to other children or adults	Headteacher	CoG & Barnet Informed Parents informed

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Policy review section – remove from online PDF versions

Policy Development Notes (New – change – for discussion)

Change	Responsible	Date
Addition of playground keys, munching mensches & success tree	MJS	Oct 2018
Addition of definitions, banned items and de-escalation strategies; clarification regarding pornography	MJS	May 2021
Update to reflect new Kindness code and clarification of processes + rationalisation	MJS	March & June 2022
Updated to reflect new guidance and school initiatives	SB	March 2023
Redraft, tidying up including addition of reflection, responsibility and consolidate	MJS & LL	Jan 2024
Minor amendments	MJS	June 2025

Meeting discussion points and resolution

Page/ref	Concern/issue	Resolution	Action inc responsibility

Appendix 2:

Alma Primary Constant Kindness Code

☆ עולם חסד יבנה - always kind ☆

☆ לשמע - always ready to learn ☆

☆ מכובד - always respectful to others and to ourselves ☆

☆ אחריות - always responsible for our words and actions ☆

When you do...

- ✓ Personal praise
- ✓ Class praise
- ✓ Class honour
- ✓ Leadership Praise
- ✓ Whole school honour



עולם חסד יבנה
A world built on kindness

If you don't...

- Reminder
- Warning
- In-class consequence
- Out of class consequence
- Repair and restore

