



Watlington Community Primary School

Behaviour policy and statement of behaviour principles

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Contents

1. Aims	2
2. Legislation and statutory requirements.....	3
3. Pupil code of conduct	3
4. Definitions	4
5. Bullying	5
6. Roles and responsibilities	6
7. Rewards and sanctions	7
8. Behaviour management	11
9. Suspensions and Permanent Exclusions	13
10. Pupil transition	13
11. Training.....	13
12. Monitoring arrangements.....	14
13. Links with other policies.....	14
Appendix 1: written statement of behaviour principles.....	15
Appendix 2: Summary of behaviours and sanctions	16
Appendix 3: Reflection Sheet	17

1. Aims

We aim to:

- ✓ create a culture of exceptionally good behaviour: for learning, for community and for life
- ✓ ensure that all learners are treated fairly, shown respect and to promote good relationships.
- ✓ help learners manage and regulate their behaviour and be responsible for the consequences of it.
- ✓ build a community which values learning, kindness, care, good humour, good temper, obedience and empathy for others.
- ✓ model and promote healthy relationships
- ✓ ensure that excellent behaviour is a minimum expectation for all

This policy aims to:

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

2. Legislation and statutory requirements

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

- › [Behaviour and discipline in schools](#)
- › [Searching, screening and confiscation at school](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Revised behaviour in schools](#)
- › [Exclusion from maintained schools, academies and pupils referral units in England](#)

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

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Pupil code of conduct

School is fun when we:

Are kind to each other

Look after our school

Keep ourselves and each other safe

Do our best

Are polite and respectful

Lessons continue without interruption

Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other
- › Follow instructions
- › Treat each other with kindness
- › Use manners – please and thank you
- › In class, make it possible for all pupils to learn

- › Move quietly and safely around the school
- › Treat the school buildings, school property and resources with respect
- › Wear the correct uniform at all times
- › Accept sanctions when given
- › Allow lessons to continue without interruption
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school

At the start of the year, teachers should establish a set of age appropriate class rules (class charter) and routines and share these with pupils, based on the above-mentioned code of conduct.

Teachers must also make sanctions for breaking rules clear to pupils. This should be revisited regularly and taught to pupils as part of the curriculum, to remind pupils of expectations.

4. Definitions

Some General Principles:

- ✓ All behaviour is communication; verbal and non-verbal
- ✓ All behaviour is a skill, which children need to learn
- ✓ Effective behaviour management is proactive as well as reactive
- ✓ There is a strong link between behaviour and pupil engagement
- ✓ Supportive behaviour management systems foster self-management
- ✓ Understanding the cycle of misbehaviour enables the provision of appropriate intervention
- ✓ Understand the behaviour without rejecting the pupil
- ✓ Managing behaviour requires a consistent approach from all staff
- ✓ Pupils learn best in a calm, orderly, safe and supportive environment
- ✓ Lessons should proceed without interruption

Misbehaviour/ Inappropriate and disruptive behaviour is defined as:

- › Inappropriate behaviour includes; swearing, burping, calling out, invading personal space
- › Disruption in lessons including calling out, continued interrupting, inappropriate language, distracting others, any behaviour that interrupts the flow of the lesson
- › Disruption in corridors and at break and lunchtimes e.g. queue jumping, littering, running around
- › Non-completion of classwork or homework
- › Refusal to follow instructions
- › Poor attitude including disrespectful, uncooperative, answering back, snatching, not sharing, belittling, breaking resources, not tidying up
- › Incorrect uniform
- › Chewing gum

Serious misbehaviour / Challenging behaviour is defined as:

- Repeated breaches of the school rules
 - Any form of bullying
 - Sexual violence
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting- even if intended as 'banter'
 - Physical behaviour like interfering with clothes, inappropriate touch
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media),
 - Possession of any prohibited items. These are:
 - Knives or weapons including razor blades, sharpener blades
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
 - Vandalism or destruction of property
 - Theft
 - Fighting
 - Making false allegations
 - Physical Aggression (biting, pinching, scratching, throwing furniture, intimidation, threatening behaviour and language)
 - Smoking
 - Racist, sexist, homophobic or discriminatory behaviour
 - Tobacco and cigarette papers
 - Aerosol cans
 - Fireworks
 - Matches and lighters
 - Pornographic images

5. Bullying

Bullying is defined as the **repetitive, intentional harming** of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying is taken seriously and must be challenged by all staff at school, bullying will result in sanction of the perpetrator.

6. Roles and responsibilities

6.1 The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

6.2 The Headteacher

The Headteacher is responsible for:

- › reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1)
- › approval of this policy
- › publicise this policy in writing to parents, staff and pupils at least once a year
- › publish this policy on the school's website
- › ensuring that the school environment encourages positive behaviour and support staff to deal effectively with poor behaviour.
- › monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently
- › recording incidents of serious misbehaviour
- › the decision to suspend or permanently exclude individual pupils for acts of serious misbehaviour or persistent poor behaviour
- › analyse data to target and assess school wide behaviour policy and practice

The Headteacher and other senior leaders are not expected to manage behaviour incidents in isolation, they are to stand alongside colleagues to support, guide, model, and show a unified approach to pupils.

6.3 Staff

All Staff are responsible for:

- › Implementing the behaviour policy consistently
- › Manage behaviour effectively to ensure a calm, orderly and safe learning environment
- › Modelling positive behaviour, build and maintain positive relationships with pupils and parents
- › Providing a personalised approach to the specific behavioural needs of particular pupils, update and regularly review behaviour plans for pupils, share this information at transition
- › Recording behaviour incidents and communicate with parents

The senior leadership team will support staff to respond to behaviour incidents.

Teachers are to:

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

6.4 Parents

Parents are expected to:

- › Support their child in adhering to the pupil code of conduct
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Engage with staff and strategies designed to promote positive behaviour
- › Sign and adhere to the home-school agreement

7. Rewards and sanctions

Good behaviour requires positive reinforcement through rewards but also sanctions where rules are broken. Rewards and sanctions are equally important and necessary to support the whole-school culture. This will help develop a positive culture where all pupils feel safe and able to learn and staff feel supported and able to teach.

7.1 Rewards

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using rewards and positive recognition provides an opportunity for all

staff to reinforce the school's culture and ethos. Rewards and positive reinforcements should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Positive behaviour and good work will be rewarded with:

- › Praise which can be given formally or informally in public, private to groups or individuals; verbal praise, compliments and kind words, smiles, thumbs up, high five, fist bump, handshake
- › Age appropriate material rewards including stickers, certificates, choice from the 'Treasure box'
- › DoJo Points for exhibiting the learning behaviours we value – resilience, reflection, collaboration, curiosity, independence
- › Achieving significant targets for DoJo points can be rewarded as a class with age-appropriate activities e.g. free choice, art day, movie afternoon, afternoon teas
- › Letters, postcards, phone calls home to parents
- › Special responsibilities/privileges
- › Celebration in assembly of individual and group achievement
- › Being given the opportunity to show their achievements to other significant adults and pupils
- › Whole class rewards such as reward time or end of term parties, trips
- › Each term class certificate for 'most improved'
- › Weekly certificates for achievement in assembly
- › Golden Tickets can be given which enter pupils into a raffle for a prize such as a book.
- › In some circumstances food (not school dinners or usual snacks) can be used as a reward, this should always be checked with parent or carer e.g. Easter eggs, movie and popcorn
- › A reward once given should not be taken away.
- › Endeavour to give rewards as soon as practicable.

7.2 Sanctions

All paid members of staff should respond predictably, promptly and assertively to incidents of misbehaviour and can issue sanctions proportionate to the misbehaviour. Inconsistency teaches pupils that boundaries are flexible which can encourage further misbehaviour. This reduces the deterrent effect of sanctions, which in turn dilutes their effectiveness.

Sanctions should be applied clearly and consistently to reinforce the routines, expectations and norms of the school's behaviour culture. Consequences such as sanctions should be administered as consistently as possible to maximise their predictability.

When sanctions are needed they must be appropriate to the developmental age of the pupils and appropriate to the behaviour. Sanctions are only effective if used sparingly. Staff should ensure that any sanction:

- Is correctly targeted
- Is clear and assertive
- Is consistent and planned for
- Uses methods of communication that ensures understanding.
- Can be carried through
- Is immediate in order for the behaviour to be forgiven and the opportunity for a fresh start.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- › A verbal reprimand/ warning
- › Working away from peers/ Move seats / Time out
- › Sending the pupil to stand out of the class (not to be used excessively or for extended periods of time maximum 5 minutes, pupils must be spoken to and have a chance to re-join lesson with opportunity to make amends)
- › Expecting work to be completed at home, or at break or lunchtime
- › Detention (break, lunch or afterschool) / Losing play time or free choices/ Time out
- › Writing an account of their poor behaviour
- › Reparation tasks e.g. community service, apology letter
- › Letters or phone calls home to parents
- › Agreeing a behaviour contract for persistent misbehaviour
- › Putting a pupil 'on HT report' for persistent misbehaviour
- › Time out with a member of staff to calm down before returning to complete activity
- › Referring the pupil to a senior member of staff – to be used sparingly

When a pupil has received a sanction the behaviour and sanction given should be recorded on Arbor.

We may use isolation in response to serious or persistent breaches of behaviour expectations. Pupils may be temporarily removed during lessons if they are disruptive, and they will be expected to complete the same work as they would in class. This must be agreed with the phase leader and parents informed in advance.

Following a sanction pupil should receive guidance about what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. They could also be offered support where necessary or given the opportunity to inform the school of any perceived obstacles to their improvement, such as their home circumstances.

7.3 Child on Child abuse - sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- | | |
|-----------------|-----------------------------------|
| › Proportionate | › Supportive |
| › Considered | › Decided on a case-by-case basis |

Sanctions for sexual harassment and violence may include:

- | | |
|---------------------------|-----------------------|
| › Headteacher's detention | › Governor's Panel |
| › Isolation | › Permanent Exclusion |
| › Suspension | |

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- › Investigate an allegation to obtain facts
- › Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help or children's social care or external agency e.g. harmful sexual behaviour team

- Report to the police

Please refer to our child protection and safeguarding policy for more information

<https://www.watlington.norfolk.sch.uk/attachments/download.asp?file=1282&type=pdf>

7.4 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- › Taking part in any school-organised or school-related activity (e.g. school trips)
- › Travelling to or from school
- › Wearing school uniform
- › In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- › Could have repercussions for the orderly running of the school
- › Poses a threat to another pupil or member of the public
- › Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

7.5 On-line behaviour

The way in which pupils relate to one another online can have a significant impact on the school environment, negative interactions online can damage the school's culture and lead to school feeling like an unsafe place. Teachers have the power to sanction pupils misbehaving outside of the school premises to such an extent as is reasonable. For poor online behaviour and bullying that is witnessed by staff or reported to the school, sanctions will be imposed on pupils in the same manner as if the offence had happened in school.

Pupils are educated about e-safety and cyberbullying as part of the curriculum, for further information refer to the E-safety policy.

7.6 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy

<https://www.watlington.norfolk.sch.uk/attachments/download.asp?file=1282&type=pdf> for more information on responding to allegations of abuse against staff or other pupils.

8. Behaviour management

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Select and impose suitable and proportionate sanctions for misbehaviour at their discretion
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour, regularly remind pupils of expectations
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption, plan for known behaviour
 - Using positive reinforcement; praise the positive
 - Teach lessons which engage and motivate pupils to learn rather than disrupt

8.2 Physical restraint

In exceptional situations it may be necessary to physically restrain a child as the most appropriate action to take.

Reasons for physical intervention:

- A pupil will cause physical harm to themselves or another person
- A pupil will run away and in doing so will put themselves or others at serious risk or harm
- A pupil will cause significant damage, which is likely to have a serious emotional effect or create a physical danger.
- A pupil's behaviour seriously affects the positive culture and ethos of the school.

When not to physically intervene;

- You can restore safety in another practical way
- You are not in control of yourself
- To gain compliance
- As a punishment
- When it is likely that physical intervention will make the situation less safe

Incidents of 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 MyConcern and reported to parents
- › Be followed by a de-brief to analyse the situation and prevent further incidents occurring.
- › Be followed by a restorative conversation with the pupil involved and check for any injury

8.3 Confiscation

If staff have reasonable grounds to suspect a pupil to be in possession of a prohibited item, staff can search the pupils without their agreement. **Any prohibited items (listed in section 4) found in pupils' possession will be confiscated.** These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to maintaining a calm, orderly safe environment. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

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 may be differentiated to cater to the needs of the pupil, whilst still maintaining high expectations for behaviour.

Schools need to manage pupils' behaviour effectively, whether or not the pupil has underlying needs. The school's special educational needs co-ordinator will evaluate a pupil who exhibit challenging behaviour to determine whether they have any underlying needs that are not currently being met.

The law also requires flexibility in how to meet those duties – how schools should act if a pupil has a SEN or a disability that at times affects their behaviour. In particular,

- schools have duties under the Equality Act 2010 to make reasonable adjustments to policies, practice, and criteria for disabled pupils
- under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEN; and
- if a pupil has an Education, Health and Care plan the provision set out in that plan must be secured and the school must co-operate with the local authority and other bodies over that

As part of meeting any of these duties, where appropriate, we should anticipate likely triggers of misbehaviour and put in place support to prevent these. Examples of preventative measures include;

- | | |
|--|---|
| • short, planned movement breaks | • use of visual aids |
| • individual behaviour plans, STAR charts and behaviour analysis | • bespoke rewards |
| • staff training | • adapted resources |
| • increased home-school communication | • individual allowances with school uniform |

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Sanctions can be applied to pupils with SEND but staff must consider whether a pupil's SEN or disability has contributed to the

misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. To do this we will consider whether the pupil understood the rule or instruction and whether the pupil was unable to act differently as a result of their SEN or disability. Staff should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

8.6 Mobile Phones

Allowing mobile phones in schools introduces complexity and risks including distraction, disruption, bullying and abuse. For these reasons, mobile phones should neither be seen nor heard on school site. All phones are to be handed into the class teacher upon arrival and handed back at the end of the day. There are some exceptions e.g. where a mobile phone is required for monitoring of blood sugar levels, where this is the case the phone will be allowed in class for this sole purpose. Any mobile phones seen or heard will be confiscated and returned to parents.

9. Suspensions and Permanent Exclusions

Only the Headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period.

Exclusions are a last resort for the most serious incidents, exclusions must be lawful, reasonable and fair. If a pupil is excluded their parents are informed immediately, giving reasons for the exclusion. Parents are able to appeal against the decision to the governing body, if they so wish. The Local Authority and Governing body are informed about any permanent exclusions and suspensions beyond five days in any one term. A pupil returning from exclusion will have a re-integration meeting to outline the reasons for exclusion and plan support to prevent re-occurrence.

10. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings, teachers are expected to attend these as part of their directed time.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools

11. Training

Staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of continuing professional development, INSET and weekly meeting schedule. Staff are able to seek advice regarding behaviour management from their phase leader, SENDCo or the Headteacher.

Bespoke or targeted training can be available in order to meet specific pupils needs.

The National Professional Qualification in Leading Behaviour and Culture (NPQLBC) is available for primary school teachers who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing in their school. The NPQLBC provides essential knowledge, skills and concepts that underpin successful leadership of behaviour and culture. All teachers and school leaders in state-funded schools, as well as state-funded 16- 19 organisations, are now eligible to undertake NPQs funded by the Department for Education. The school will support teachers wishing to undertake the NPQLBC.

12. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full governing body annually. At each review, the policy will be approved by the Headteacher. The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- E-safety policy

Appendix 1: written statement of behaviour principles

- › Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- › Disruption is not tolerated
- › Everyone should treat one another with respect, dignity and kindness
- › All pupils, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to pupils at all times
- › Rewards, sanctions and reasonable force are used consistently by staff, in line with this behaviour policy
- › The behaviour policy is understood by pupils and staff
- › Exclusions will only be used as a last resort,
- › Pupils are helped to take responsibility for their actions
- › Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually

Appendix 2: Summary of behaviours and consequences

Behaviour	Dealt with by...	Sanction
<p>Misbehaviour /Minor Incident:</p> <p>Talking inappropriately during learning time Damaging work books Leaving litter Leaving cloakroom untidy Running in the dinner hall/corridor etc. Refusal to comply with instructions Invading personal space Disruption in lessons including calling out, continued interrupting, inappropriate language, distracting others any behaviour that interrupts the flow of the lesson Disruption in corridors and at break and lunchtimes e.g. queue jumping, littering Non-completion of classwork or homework Poor attitude including disrespectful, uncooperative, answering back, snatching, not sharing, belittling, not tidying up</p>	<p>Teaching Assistants MSAs Class teacher (whoever witnesses the behaviour)</p>	<p>Remind of behaviour expectation Point out where behaviour does not meet expectation Non-verbal warning Verbal warning reprimand (named) Move seats/ move groups Sent to the back of the line Pick up litter Time out Complete work at break/lunch time</p> <p>If persistent disruption – Loss of break /lunch time (detention)- Record on Arbor.</p> <p>Sent to another classroom for remainder of lesson. Record on Arbor</p>
<p>Serious Misbehaviour:</p> <p>Constant Minor Incidents Malicious lying about others Inappropriate language and insults causing distress Physical harm/hitting that causes distress Throwing food or other items at someone Leaving room without permission Swearing Spitting Damaging other people's property including the school's Theft Fighting Physical Aggression (biting, pinching, scratching, throwing furniture, intimidation, threatening behaviour and language)</p>	<p>Class teacher Teacher on duty (lunchtimes) Phase leader if persistent</p>	<p>Sent to another classroom Break or lunch detention Removal from class for the remainder of the day Community service, apology letter Contact parents Behaviour Report to Phase leader for persistent minor incidents</p> <p>Record on Arbor</p> <p>For Inappropriate behaviour (sexualised behaviour/language – please complete reflection form and scan to MyConcern)</p>
<p>Very Serious Misbehaviour:</p> <p>Violence / physical assault Any form of bullying Sexual violence Sexual harassment, Vandalism or destruction of property Making false allegations Smoking Racist, sexist, homophobic or discriminatory behaviour Possession of any prohibited items.</p>	<p>Phase leader Headteacher</p>	<p>Headteacher's detention (afterschool) Parent meeting Isolation Loss of privilege Headteacher only – Suspension Exclusion Any serious incidents that would also potentially illustrate a safeguarding concern should also be recorded on My concern</p>

Appendix 3: Reflection Sheet

Pupil's Self-Reflection

Appendix F

Date: _____ Name: _____ Class: Y__

What happened? Write or draw.

What were you thinking?

What have you been thinking since then?

How were you feeling?

How are you feeling now?

Who else has been affected?



What will you do differently if it happens again?

A large, empty rounded rectangular box for writing the pupil's response to the question about future actions.

How were they affected?



Signed By Pupil

Signed By Headteacher

1 copy to headteacher and 1 copy to class teacher