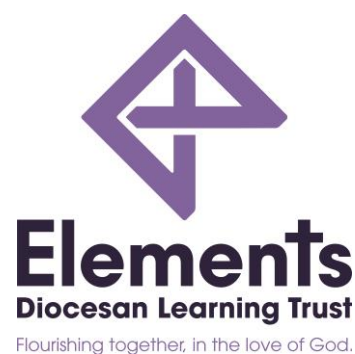


Behaviour policy and statement of behaviour principles

Jesson's CE Primary School



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Christian Ethos

At Jesson's C.E. Primary School we uphold and nurture our Christian ethos by encouraging the values of friendship, thankfulness, forgiveness, and trust. We will develop children's self-esteem and sense of worth by creating an environment in which they feel positive about themselves. We will create a safe, healthy, and happy school community in which children and adults are respected and valued.

At the heart of Jesus' teaching is this commandment: "Love one another as I have loved you." (John 13:34). This reflects the unconditional love of God and the importance of loving our neighbours as ourselves; it is embedded in the ethos of our school, and its place in our community.

As a Church of England school in the heart of a spectacularly diverse, multi-faith, multi-racial community, it is our mission to welcome everyone into our family. Our commitment to aspiration, inclusivity, diversity and spirituality demonstrates the nature of God's grace and love for all.

Vision and Values

At Jesson's CE Primary School, our vision is 'be the best you can be'. It is our aim that each person, in all their unique difference should be able to thrive and be supported to know their intrinsic value. At Jesson's CE Primary School, we offer a community with a sense of belonging to help each pupil fulfil their potential and flourish in all aspects of their personhood: physically, academically, socially, morally and spiritually. We seek to treat children as they might become rather than as they are and to know them well. All children are capable of bad decision-making from time to time and we believe that it is important to ensure effective forgiveness and reconciliation with positive outcomes for all. We want our children to know that they are loved and to be able to cope wisely with situations and people when things go wrong.

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school consistent approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding arrangement articles of association.

This policy adheres to the principles under data protection law. For further information, please review the school's data protection policy published on the school's website.

Our Behaviour Principles and Behaviour Curriculum

At Jesson's CE Primary School, we understand that behaviour must be taught and is therefore an important part of our school's curriculum. Through a clear and consistent behaviour curriculum and four behaviour principles, we aim to promote excellent behaviour. The school has strong systems and routines; all expectations are taught to children and reinforced through positive praise.

Our school behaviour principles are:

- Be ready
- Be respectful
- Be kind
- Be safe

Our behaviour curriculum (see Appendix 1) teaches children how to be successful in following our school behaviour principles and demonstrating the behaviour we expect at Jesson's CE Primary School.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Positive Praise

The use of praise and encouragement is used to promote the behaviours we want to see. Our aim is that pupils are rewarded for going 'above and beyond', not simply meeting expectations. Staff will need to differentiate the way achievement is celebrated – not everyone wants to feel famous but everyone wants to feel important. Because of this, it is highly important staff get to know each child as an individual.

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call/face to face discussion or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as being entrusted with a particular role in the classroom, school council, monitor
- Whole-class or year group rewards, such as a popular activity
- private praise
- public praise – in class and in assemblies
- extra playtime at discretion of staff
- recording in achievement records
- displays
- stamps
- stickers (class teacher / support staff / Assistant Headteachers / Deputy Head / Headteacher)

- Each term, every class teacher will nominate three pupils from their class where exceptional achievement in particular is celebrated.

What we expect from pupils

- Children always try to do their best
- Children will follow the school's four behaviour principles (Be Ready, Be Respectful, Be Kind, Be Safe) at all times
- Children will work to the best of their abilities and allow other children to do the same
- Children will be proud to be part of the school
- Children will accept sanctions and learn from their mistakes

During induction and carried through the academic year, pupils will be taught the following:

- The school's key rules and routines
- The expected standard of behaviour they should be displaying at school and the school's behaviour curriculum
- That they have a duty to follow the behaviour policy
- The rewards they can earn for meeting the behaviour standard, and the sanctions they will face if they don't meet the standard
- The inclusion support that is available to them to help them meet the behavioural standards

How can families help?

- Ensure that children attend school regularly, arriving on time and ready for the school day and are collected, promptly at the end of the school day
- To be aware of our behaviour expectations
- Support the school and individual staff with enforcing the behaviour expectations
- Accepting when their child has done something wrong and speaking to them about this behaviour to prevent it from happening again
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Not undermining an adult's decision in front of a child
- Speaking positively about the school and staff in front of children
- Monitoring their child's online use
- If you have a concern, speak to your child's class teacher in the first instance

What does the policy look like in school?

What staff will do to promote positive behaviour for learning

- Adults will ensure that they greet children promptly every morning either on the playground, at the classroom door and/or in the corridors. This will ensure that the day starts well for all children and all children feel belonging and connection. It is vital that all feel safe within the Jesson's community.
- Adults will model positive behaviour and build relationships.
- Displays and learning environments will model high expectations and celebrate excellent learning attitudes and outcomes.
- Adults will plan learning times which engage, challenge and meet the needs of all pupils.
- Lessons start promptly. Empty time can lead to misbehaviour. This includes breaktimes outside finishing promptly and adults being ready to walk into school with their class.
- Every class will have a clear seating plan for at tables and on the carpet. Lessons are about learning, not socialising.

- Every class will have a lining up order. Adults will ensure children enter and exit classrooms quietly in a line – this will help create a calm atmosphere.
- Adults will insist on good manners in school and answering politely, e.g. use of *please* and *thank you* will be taught, modelled and expected.
- All adults must teach our behaviour curriculum explicitly through every interaction and every moment of the school day. Adults will ensure that routines are practised until they are embedded within the school day. Adults will use behaviour curriculum language correctly and with consistency.
- If an adult makes a mistake or jumps to an incorrect conclusion, they will apologise. It is important to model that mistakes are normal and that we take responsibility for our actions.
- Adults will describe the behaviour and the impact on the child and others: 'You called x... and that make x feel angry/upset. At Jesson's we are kind. You will need to miss some of your breaktime whilst....'
- Adults will use 'we' when talking about expectations: 'At Jesson's CE, we do not throw pencils'.
- Adults will use 'if' and 'then' to clarify actions and consequences, e.g. 'If you throw a pencil, you will then miss five minutes of your breaktime'.
- Adults will follow through on 'if' and 'then' statements made but never make threats which do not follow the school system and this includes giving class or group sanctions where an individual or individuals are at fault.
- Adults will be calm and give 'take up time' when going through steps
- It is important that all adults follow up every time, retain ownership and engage in reflective dialogue with pupils
- Adults will never ignore or walk past pupils who are behaving badly – ask those involved if they need support; sometime a change of face may help or sometimes too many people can be overwhelming.
- The tone of voice and the way the adult structures redirection so that it is aimed at the behaviour, not the child, is essential. Polite, calm language structures must be used at all times. A harsh aggressive tone is counter-productive and produces a negative, aggressive response in the child's brain.
- Reactions to negative behaviour should be non-emotional, limiting attention on the child, given in private where possible (i.e. not in full view of the class) and delivering a sanction if needed. After a lesson has finished, take time to explain your decision and give the child a chance to fix the situation if appropriate (in addition to the sanction).
- Adults in school will not use overly emotional words to describe behaviour (children's behaviour is not 'disgusting' or 'terrible').

Expectations of Phase Leaders

Phase Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to work alongside colleagues to support, guide, model and show a unified consistency to pupils.

Phase Leaders will:

- Be a visible presence within the phase to encourage and recognise appropriate conduct
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage the use of positive app messages and positive phone calls home
- Use behaviour information to target and assess interventions
- Where behaviours are not at expected levels, ensure that appropriate provision is in place and actions are being taken which may include communication with parents
- Communicate with parents, where expectations are not met on a long-term basis or there has been extreme behaviour
- Liaise with the senior leadership team on a regular basis regarding behaviour within their phase

Expectations of Inclusion Team and Senior Leaders

Members of the Inclusion Team and senior leaders are to work alongside colleagues to support, guide, model and show a unified consistency to pupils when responding to low-level disruption and take responsibility for the co-ordination of an incident when dealing with unacceptable/extreme behaviours.

The Inclusion Team and senior leaders will:

- Be a visible presence around the school to encourage and recognise appropriate conduct
- Celebrate staff and pupils whose efforts go above and beyond expectations
- Share good practice through staff development sessions, meetings and email
- Support Phase Leaders as appropriate where more complex negative behaviours are being seen
- Regularly review provision for learners who fall beyond the range of written policies
- Engage in regular meetings to discuss behaviour provision and pupils with individual behaviour needs across the school
- Use behaviour data to target and assess school wide behaviour policy and practice

Expectations of the Local School Board

The governor Quality of Education Committee is responsible for reviewing and approving this behaviour policy and behaviour curriculum in conjunction with the headteacher.

The governor Quality of Education Committee is responsible for monitoring the policy's effectiveness and holding the headteacher to account for its implementation.

Managing low level disruption in the classroom

It is important that we communicate with pupils when low-level behaviours occur so that pupils are given the opportunity to modify their actions. Low-level behaviours are those which distract pupils from their own learning, may distract other pupils from their learning and/or may distract the teacher from teaching, for example shouting out or not focussing on learning to a suitable level. It could also be times when the pupil has not been ready, respectful, kind or safe within or beyond the classroom, for example running in the corridor or not playing appropriately on the playground.

If re-direction and positive encouragement do not work, staff will use the following sanctions in response to unacceptable behaviour. Sanctions do not need to be severe to be effective; they are effective when they are certain, fair and proportionate. Class teachers know their children well and will decide on effective strategies for each individual.

- A verbal **reminder** of the expected behaviour: 'That is unkind behaviour X, remember 'be kind'. Please give the ruler back to X' or 'X don't forget 'be respectful'. We expect everyone to speak politely, thank you'.
- A verbal **warning**, e.g. 'X, I've reminded you to give the ruler back to X. This is a warning that if you don't return the ruler, you will then miss some of your breaktime'.

Possible **sanctions**:

- Community payback, e.g. sharpening pencils, sorting resources, litter picking.
- Missing some / all of break or lunchtime
- Expecting work to be completed at break or lunchtime or at home

The above steps and sanctions should begin for each new incident and should not be 'held' over children for longer than one teaching session.

Persistent disruption

If there are regular occurrences whereby behaviour is falling below what we would expect, then the following will take place:

- Teaching staff should try to address concerns. They should use praise and recognition where possible and address the incidents occurring with the child.
- If this is unsuccessful, then discussion with the phase leader will take place. Discussions will always begin with looking at what has happened so far what supportive measures have been put in place and what has been implemented and a review of this. There will be further consideration of behaviour intervention and/or additional support.
- If concerns remain over an extended period, staff will refer to the Inclusion team/SLT. Through triage with the Inclusion Team, further assessment and intervention will take place. This may include a support plan being written for the child.
- Parents will be contacted from the very beginning of this process by the class teacher to inform them that behaviour is a cause for concern. Regular meetings should take place from this point onwards with school and parents/carers to discuss progress and provision.

Sanctions for persistent disruption will include the above sanctions plus regular check ins with a leader in school. Sanctions listed in the section below may also be used.

Managing more serious misbehaviour

Some behaviour is of sufficient seriousness that it will be dealt with a senior leader or member of the school's Inclusion Team and no reminders or warnings will be given. These behaviours may include:

- Repeated breaches of the school behaviour principles
- Any form of bullying
- Vandalism (school property or that of other pupils) or stealing
- Throwing objects
- Fighting or intention to harm/hurt either peers or staff
- Smoking
- Racist, sexist, homophobic, or discriminatory behaviour
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour, like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Possession of any prohibited items. These are:
 - Mobile phones
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks

- Pornographic images
- 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)

The response and sanctions, where pupils have displayed unacceptable/extreme behaviours, will depend upon the nature of the incident, age of the pupil and previous incidents.

These include:

- Time away from peers/class with supervision to reflect upon the incident
- Time removed from the playground at break time and lunchtime for a set period of time
- Isolation, supervised, for a set time where learning is carried out, e.g. morning or afternoon
- Internal suspension
- Fixed-term suspension
- Use of alternative provision
- Managed move to another school
- Permanent exclusion

Where pupils are removed from their peers, they will complete, where appropriate, a reflection sheet (see Appendix 2). It is important that all children learn from their mistakes, reflect on how situations can be handled differently and reflect upon their emotions they are others were feeling at the time of the misbehaviour. Regulation sheets will be uploaded to CPOMS, to form part of the child's behavioural record.

If a child's behaviour is not improving, a support plan will be put in place for the child. The support plan will focus on behaviours of concern and what support the child may need. Support may include adaptations to support the child as well as 'tightening' of boundaries to help the child understand school behaviour principles, values and expectations. This will be discussed with parents with a member of the school's Inclusion Team. There will be chance for the child to receive direct praise when things are going well through the support plan as well as immediate sanctions for poor behaviour. The support plan will be reviewed at least half-termly with the child and parent and with greater frequency where appropriate.

Following one of the above sanctions, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. To support pupils with their reintegration back into the classroom, the following strategies may be employed:

- Additional support from staff member in the classroom (especially when re-entering the classroom following a removal to ensure the child understands the learning taking place)
- Reintegration meetings
- Direct sessions with a member of the Inclusion Team
- A support plan with specific targets and strategies to be employed by child and staff

When issuing any sanctions, staff will:

- Make it clear that unacceptable behaviour affects others, is a serious offence against the school community and is against the school's behaviour principles
- Be consistent in their application of sanctions to ensure that children and staff feel supported and secure
- Ensure that any sanction is proportionate to the offence
- Make it clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. This is differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of SLT/Inclusion Team. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Individual behaviour support plans
- Multi-agency assessment
- Meetings with parents/carers

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS.

Often more severe behaviour is a result of a complex mix of underlying problems. Repeated incidents of behaviour which contravene the code may mean the school seeks advice from external partners such as the educational psychology service or the behaviour outreach team. Working with parents and carers will ensure effective support is provided to support a child with severe behaviour. A behaviour support plan may be drawn up.

Children who persistently breach the school rules will have individual support plans drawn up and may follow different steps of interventions and sanctions.

Serious one off breaches or repeated breaches of the school behaviour principles may lead to a suspension.

If property is damaged, the school may ask parents to provide replacements or to contribute towards the replacement or repair of items.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

Suspensions or permanent exclusion may be triggered by behaviour such as:

- Physical assault to a member of staff
- Physical assault towards other children
- Repetition of inappropriate behaviour or severe disruption
- Continued and persistent breaking of school behaviour principles over an extended period of time
- Gross defiance to all adults within school including refusing to co-operate with senior staff

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Following a suspension, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education. Where necessary, the school will work with outside agencies to identify whether the pupil has any unmet special educational and/or health needs. The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life:

- Depending on the length of the suspension, the school will maintain regular contact with the family.
- A 'Return to school' meeting with parents/carers and a member of the school's senior leadership team on the first morning back.
- There will be regular monitoring of the behaviour and the pupil's reintegration back into the school day.
- If necessary, the school SENCO will look at provision and timetabling to endeavour to manage a smooth transition back into school.

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary. The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

The school and parents/carers will complete a reintegration strategy plan on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community. The pupil, parents, a member of senior staff, and any other relevant staff will be invited to attend the meeting. The school expects all returning pupils and their parents to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

Lunchtime behaviour

Where there is negative behaviour, the following procedures will apply:

If the behaviour is low level, such as running when not supposed to, then the above strategies if giving reminders and warnings to children will be used. Children may also be asked to do the following:

- Time out (on a bench/ in a quiet space) for:
 - Calm down
 - Talk to another adult who will listen
- Miss 5 minutes of activity time (children will stand at one of the playground 'spots')

If the incident is more serious, the staff member will take the following steps:

- Ask the child to move away from the situation into an area of the playground which is quieter
- The staff member will move down to the level of the child and adopt open body language
- Staff will stand at a respectful distance to the child and initiate a respectful conversation.
- The staff member will use neutral body language to avoid further aggravating the situations, e.g. not folding arms.

- Regardless of the child's actions, the member of staff will remain calm and use a talking voice to speak with the child. Shouting does not help deal with the situation.
- If the child is unable to respond to the adult, the adult will give the child a 5 minutes cool down until they are ready to articulate what has happened.
- The member of staff will listen to the child and not jump to conclusions.
- Staff will deal with the situation in the same way as the situation would be dealt with in the classroom.
- If a staff member needs to communicate with another member of staff to explain a situation, then they will do this in private without the child being able to hear them.
- The adult will not use emotive language to describe what happened.

Preventative measures for pupils with Special Educational Needs and/or Disabilities (SEND)

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their negative behaviour choices, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated 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 negative behaviour choices 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
- Seeking advice from relevant external agencies

Support with Behaviour

The development of social, emotional and behavioural skills is an essential part of our taught curriculum. Behaviour must be taught, explicitly modelled and practised and our behaviour curriculum gives all staff a consistent language and expectations to use. As well as behaviour being taught in every moment throughout the school day, it is also taught through:

- HRE curriculum
- Computing curriculum, particularly through online safety learning
- Within the SEMH programme in school
- Throughout times of collective worship, specifically linked to our Christian values

Use of Emotion Coaching

All staff can use emotion coaching to help children recognise their feeling and support them to self-regulate. An emotion coaching approach will help ensure that relationships are secure as well as help the pupil understand the impact of their actions on themselves and others. The steps of emotion coaching are:

1. **Recognise, empathise, validate** feelings and label them. Connection before correction: 'I can see that you are feeling upset/angry.'
2. **Set limits** and normalise difficult emotions. Rapport before reason: 'It's ok to be angry and upset; it's not ok to throw things.'
3. **Problem solve when calm**: 'If you are angry or upset with others, that would we do instead? Let's work that out together.' Co-regulate child's emotions with them at times when he/she is unable to self-regulate.

Visual Timetables

All classrooms at Jesson's CE Primary School have a prominent, class visual timetable and/or 'Now/Next' board that is referred to throughout the day. It is an important teaching tool, helping to:

- Bring safety and routine. Seeing the structure of the day can help reduce stress and anxiety for children. Pupils learn to navigate their day.
- Focus attention throughout the day.
- Teach organisation and independence skills. Pupils self-check what they should be doing and where they should be.
- Manage transitions from one part of the day to another. Helping children remain calm when a preferred activity has to finish or when a child wants to do an activity they cannot do straight away.
- Cope with changes to the expected routine.

Behaviour and pastoral support

At Jesson's CE, this provision is for pupils who need additional daily/weekly support over and above what the class teacher and the classroom environment is able to provide. We aim to remove obstacles to successful learning and to equip all pupils with the confidence and knowledge to be enthusiastic learners and effective members of the school community. Staff provide an environment which develops the social and emotional health and well-being of pupils that may need extra support. They are flexible in their approach and utilise structures and tailored interventions to suit the needs of each individual child and circumstance. Interventions may include, but not limited to:

- Nurture meet and greet at the start of each day/afternoon
- Direct 1:1 or small group interventions on a daily or weekly basis
- Regular 'check-ins'

The school will prioritise communication with parents/carers to discuss issues relating to their child and 'signpost' families to outside services for appropriate provision and support.

A Restorative Approach

At Jesson's CE Primary School we value the importance of restoration. All staff have a responsibility to rebuild and restore relationships when things go wrong. At the end of the day all children should be escorted safely and in a calm manner into the playground, ending the day with the right tone.

Off-site behaviour

The behaviour policy, principles and behaviour curriculum apply when taking part in off-site visits. Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school educational visit, on the coach on the way to swimming, visiting the church, travelling to or from school and when wearing school uniform.

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
- Pose a threat to another pupil
- Could adversely affect the reputation of the school

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school

- The pupil is identifiable as a member of the school

Sanctions will only be given on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to 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
- Considered
- Supportive
- Decided on a case-by-case basis

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:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy

Malicious allegations

Where a pupil makes an accusation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the headteacher 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 consider whether to 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 (LADO), 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 for dealing with allegations of abuse against staff and for more information on responding to allegations of abuse.

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Please see our Physical Intervention and Restraint Policy for further information.

Confiscation, searches, screening

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

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. Parents will be notified and asked to collect the item (where appropriate) from the school office at the end of the school day.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school educational visit.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or trays. Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Trays
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present?

For any strip search, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. This may include a home visit.

Preparing outgoing pupils for 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.

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.

Staff Training

As part of their induction process, staff are provided with regular training on managing behaviour, including training on:

- The school's behaviour policy
- The school's physical intervention and restraint policy
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed every term by the Assistant Inclusion Lead and shared with the Local School Board.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and the Quality of Education Committee of the Local School Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Links with other policies

This behaviour policy is linked to the following policies:

- Anti – Bullying Policy
- Physical Intervention and Restraint Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- SEND Policy
- Mobile Phone Policy
- Online Safety Policy

Bullying

Bullying is defined as the repetitive, intentional harming of 1 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
Prejudice-based and discriminatory, including: • 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

Although many things are described above as “not bullying”, this does not mean that they are unimportant. Many are poor behaviour and these need to be addressed. Knowing the difference between the two takes judgement and time to listen to all parties. Other related issues are described below.

This is a description of the categorisation of incidents, what to do if you suspect an incident and will shape what action to take as a parent / carer. N.B. all categories can include online incidents.

Level	Concern	What to do?
Level 1 <i>Friendship arguments.</i>	Friends occasionally falling out and squabbling over relatively minor issues. This may be competitiveness or one-upmanship. This may be two sided, but with one pupil or group of pupils who come out on top leaving the other feel temporarily vulnerable. Innocent name calling out of ignorance or wrong terminology	Allow the pupils to work this out themselves, if unsuccessful contact the class teacher and s/he will mediate with the pupils, pointing out about how easily feelings are hurt and give them a way forward. Teachers will use their judgment about how to deal with this. If this is not solved, contact the class teacher again. Possibly use peer support or mediation.
Intervention strategies at our disposal Mediating in disputes and finding common ground. Educating pupils about incorrect terminology. Helping pupils to realise the upset that they have caused. Repatriation of friendship either straight away or after a cooling off period. Assertiveness with overly dominant pupils about future expectations of behaviour. As this can be a day-to-day matter reports to parents will not be necessary unless specifically requested or it is timely.		

Level	Concern	What to do?
Level 2 Group dynamics Hurtful isolated incidents.	More long-term arguments, or one / two pupils feeling left out and without friends. Strong in-group identity among the friendship network. Possibly some spitefulness – not wanting to play with an individual, minor intentional name calling etc. Feelings of isolation and vulnerability. An individual who has uncharacteristically lost their temper and hurt someone in some way.	Contact the class teacher who will discuss it with Phase Leader Co-ordinator and other Key Stage Colleagues, so everyone can keep a look out for a vulnerable pupil. A team approach to solving the issue in the same way as the above. If this is not solved, contact the class teacher again. If not resolved contact the Phase Leader directly.
Intervention strategies at our disposal Discussion and mediation as above. Reminder that this has happened before. Sanction if there is a deliberate attempt to upset another pupil or lack of response to verbal intervention above or loss of temper. Group intervention and repatriation. Therapeutic intervention if this may escalate to the next stage. Parents contacted at the discretion of the staff.		
Level 3 Bullying	As above, but with a more repetitive, vindictive, long term or deliberately targeting by an individual or group against a victim. Feelings of isolation and vulnerability and potential for long term psychological or self-image problems.	Contact Phase Leader who will find out what has happened, the reasons why and support the victim and the bully (who are often a victim as well).
Intervention strategies at our disposal If earlier strategies have not worked, sanction with a high level of explanation and assertiveness. Assessment of motives and detailed analysis of the causes of this behaviour. Therapeutic intervention. Adult support for the victim which can be someone to talk to or a quick access method to a member of teaching staff if they feel vulnerable. Building the assertiveness and sociability of the victim. Referral to specialist services if the self-image is worrying. Parental involvement of the victim(s) and perpetrator(s).		
Level 4 Aggravated bullying.	An incident or string of incidents of low-level violence intimidation or racist aggravation e.g. a hit or kick that does not leave a mark possibly part of a game or rough play, deliberately aimed racist comment designed to cause hurt or upset.	Referral to Phase Leader who investigate and deal with it but may refer to Headteacher or Deputy who may deal with personally depending on seriousness. Disciplinary measures as above depending on whether it is a first offence or not.
Intervention strategies at our disposal Sanction. Parental involvement.		
Level 5 Assault or harassment.	A more serious deliberate assault which leaves a mark, or a series of minor assaults or comments that are targeted against an individual. Persistent or serious harassment or racist behaviour. Pack mentality or group behaviour leaving an individual feeling isolated and alone.	Headteacher or Deputy Headteacher is the first contact.
Intervention strategies at our disposal Parental involvement. More serious sanction. Groups disbanded or separated. If we believe this to be an area that will spill out of school and become an issue in the neighbourhood / we cannot control, potential involvement if police if the pupil is over 10 years of age.		
Level 6 Serious assault.	Intentional very serious individual assault causing serious injury necessitating first aid or hospitalisation. Deliberately targeted persistent abuse for whatever motive.	Headteacher or Deputy Headteacher is the first contact. As above.
Intervention strategies at our disposal Serious sanction. Police involvement as above. See sanctions section.		

The school response to bullying depends on the perpetrator(s) and the victim(s) intent, personality and what kind of intervention they respond to. We do not graduate punishments and keep a range of options open to us for use.

Communication with the School regarding behaviour or bullying

- You may contact us verbally, in writing or by email. We do not restrict the methods of communication.
- N.B. The process of letting us know that your child is having difficulties is NOT a complaint unless you think an adult in school has not acted appropriately. Please follow the separate and distinct complaint policy in these circumstances, possibly in conjunction with other types of communication.

What happens when we know there has been poor behaviour or bullying?

Establishing what happened.

- We take time to talk to all witnesses and people concerned and make informal notes that will later be destroyed when the information has been recorded formally (see below).
- We may ask parental opinion.
- We will try to establish the “back story” i.e. has there been any history in the past or similar incidents, is this a one off or part of a pattern.
- Investigation may require in depth questioning because pupils do not always tell the truth first time. We may therefore need to probe and re-question if necessary.
- Staff will then come to an agreement about what they believe the truth to be.

Establishing what action to take.

- We will decide to which degree who needs to be protected, who is a perpetrator and who is the victim.
- We will decide how one-sided the incident is and whether the victim needs to share any of the blame or encouraged the poor behaviour.
- We will decide on the seriousness of the incident including the categorisation of bullying (see appendix 6). We will then decide how repetitive this poor behaviour is.
- We will decide on the “burden of proof” and ask whether this allows us to take disciplinary action.
- We will decide who needs to know – staff, parents / legal guardians / carers, external agencies.
- We will then decide what action including disciplinary action needs to be taken.
- The school can and will take disciplinary action for breaches of behaviour policy while walking home from school, up to the point where they reach their own home, particularly if they are recognisable in their school uniform. Other behaviour out of school is not the responsibility of the school, but we will co-operate in the best interests of the pupil with other agencies.
- The school will use legal powers of search if deemed proportionate by law. This will be recorded on the incident log and reported to parent carers.
- See also our Physical Intervention Policy where in certain circumstances this is in the best interests of the pupil or other children.

What do we record?

- We will take informal notes at the time of the report or witness account and destroy these after the event to ensure that there are no pieces of paper left lying about.
- We keep an Incident Report on our CPOMS system. This includes check back systems to ensure that the issue has been resolved. If there are further concerns, we also enter wellbeing issues onto an online system.
- We will show parents and legal guardians what we have recorded about their pupil and give them a copy on request unless the pupil may be harmed by doing so. Nothing is secret from those people who need to know. However, we will also keep that information confidential and will not disclose it unlawfully. Where there are child protection issues, we are by law required to share information with social care and other agencies and potentially the police if a criminal act may have taken place. See our Freedom of Information Policy and Data Protection Policy.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

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The data will be analysed every term by the Assistant Inclusion Lead and shared with the Local School Board.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

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- SEND Policy
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- Online Safety Policy

Appendix 1 School behaviour curriculum

At Jesson's CE Primary School, we expect a high standard of behaviour from everyone and have a set of behaviours we expect to see from our pupils.

Our behaviour curriculum recognises the importance of teaching children what good behaviour looks like so that children can thrive and flourish across all areas of school life and beyond. It is focussed primarily in teaching children key routines and habits which are consistently implemented and expected across the school. This in turn reinforces the behaviours expected of all pupils. The curriculum is taught explicitly during 'Induction' at the start of each academic year, with elements repeated for all pupils at suitable points throughout the academic year.

We recognise that some pupils will need additional support and adjustments to help them display the expected behaviours of the school.

We expect all members of staff to teach and reinforce our behaviours curriculum in every interaction they have with pupils, by:

- Modelling what positive relationships look like in the interactions with all members of the school community
- Acknowledging and praising behaviour that meets the expected standard
- Giving pupils clear reminders about what the consequences of their actions will be if they don't meet behavioural expectations
- Being clear and consistent in the use of the sanctions

Our School Vision

- 'Be the best you can be'

Our School Behaviour Principles

- Be ready
- Be respectful
- Be kind
- Be safe

Our School Christian Values

- Courage
- Forgiveness
- Love
- Friendship
- Truth

EXPECTED BEHAVIOURS		
I show 'fantastic walking'	to	keep myself and my friends safe when moving around the classroom and around school.
When I sit, I show 'super sitting'	to	help me listen carefully and to avoid others tripping over.
I show 'excellent listening' during learning time	because	it helps me and others learn.
I show 'excellent listening', even to people that I don't agree with,	because	it's important to respect others and put myself into somebody else's shoes.
I respond quickly to the 'team stop signal'	because	I do not want to waste learning time.
I share resources with my classmates	because	I want to treat others how I would want to be treated.
I use kind words	because	words can hurt other people.
I say <i>please</i>	when	I am asking for something/to do something.
I say <i>thank you</i>	when	I receive something or someone does something kind for me.
I use kind hands and kind feet	because	I don't want to injure anyone.
I try my best when learning	because	we come to school to learn and know I can receive help from my friends and teachers.
I use an inside voice	when	I am inside school so I can be heard and hear the opinions and views of others.
I do not leave the classroom without permission	because	I may not be safe and lessons are for learning.
I use the toilet at break times and lunchtimes	because	I do not want to disrupt my learning time.

Fantastic Walking

Fantastic walking is:

- Walking and not running
- Facing forwards
- Hands by sides and not touching others
- Hands out of pockets
- Orderly - where this is a whole class, children will walk in a line, 'lining up order'
- Walking quietly, respecting the times and spaces when and where others are learning

Smart Standing

Smart standing is:

- Standing up tall
- Hands by sides and out of pockets
- Hands not touching others
- Facing the teacher who is speaking

Super Sitting

Super sitting on a chair is:

- All four chair legs on the floor
- Chair angled where possible towards the speaker
- Bottom on the chair with both feet on the floor

Super sitting on the carpet/on the hall floor is:

- Bottom on floor
- Crossed-legs
- Hands in lap

Excellent Listening

Excellent listening is:

- Looking at the person speaking and showing your attention
- Respecting the views of others and not interrupting
- Putting my hand up and waiting patiently so my teacher knows I wish to contribute during whole class discussions; not shouting out
- Considering responses carefully before sharing

Routines

Routines form the foundation of good behaviour – a sequence of behaviour to use frequently in order to achieve a goal. Routines are fundamental in creating the right classroom and school-wide culture and therefore must be taught by modelling, practice, revision, correction and evaluation. Routines are used to form good habits and norms. By providing our children with clear sequences of expected behaviour, it becomes easier for them to decide how to behave and positively shape how they feel about themselves.

Routines can:

- Free up thinking space
- Save time
- Deter rule breaking
- Provide social norms
- Form habits

Arriving at school at the beginning of the day

- Children arrive to school on time.
- Show fantastic walking into classrooms.
- Greet staff and peers with a 'good morning/hello'.
- Once children have entered the classroom, children may not leave again unless they have asked permission from a member of staff.
- Children to sit down in their allocated seat, showing super sitting, and begin start of day class routines.

Learning time

- During learning time, children to show excellent listening to those speaking and to try their best and persevere to complete learning tasks set.
- Children to stay in the classroom and stay seated, where appropriate, in their chair.
- Children may be asked to work with a partner. Here, they will use their 'partner voices' to talk and reflect purposefully with their partner. They will discuss their findings and evaluate and analyse where necessary. During this time, children to show excellent listening and take turns when sharing their opinions.
- Resources to be shared between partners fairly.
- When learning independently, children to work quietly or in silence.
- Children may discuss learning questions with a partner or class teacher before settling back into their learning quickly.

Playing with friends during breaktimes outside

- Children to use kind hands, kind feet and kind words during breaktimes outside.
- Children who choose to play with friends outside, to decide on an appropriate playground game to play together.
- Children to listen to each other's views about the best game to play.
- Children not to play games which role play fighting and unkind choices and behaviour, e.g. 'play-fighting'.
- Children who choose to play on fixed playground equipment to use equipment safely and appropriately. Children may need to wait patiently to use a piece of equipment before they can have their turn.

Coming into school from the playground

- At the end of breaktime, at the sound of a first whistle, children to climb down from any playground equipment, stop using any sports equipment, and stand still.
- When the second whistle is blown, children to put any sporting equipment back in the appropriate zone or hand to a member of staff and line up in their class line.
- Children to stand in their class 'lining up order'.
- Teacher to lead the class inside. Children to show fantastic walking both on playground and in school. Voice to become quieter once children are inside school.

Entering and Exiting the Hall for Collective Worship

- Class teacher to ensure that the person leading collective worship is ready at the front of the hall before entering.
- Class to enter the hall led by the class teacher. Teacher to lead children across the hall to create a row facing the front.
- Teacher to indicate where the next row will begin.
- Children remain standing until the class as a whole is in position. Teacher to direct the class to sit down.
- Children to show 'super sitting'. Children to either sit in silence or sing to worship music being played.
- The collective worship lead will dismiss classes.
- Children to stand and show 'fantastic walking' leaving the hall. This is to be in silence or singing to worship songs.

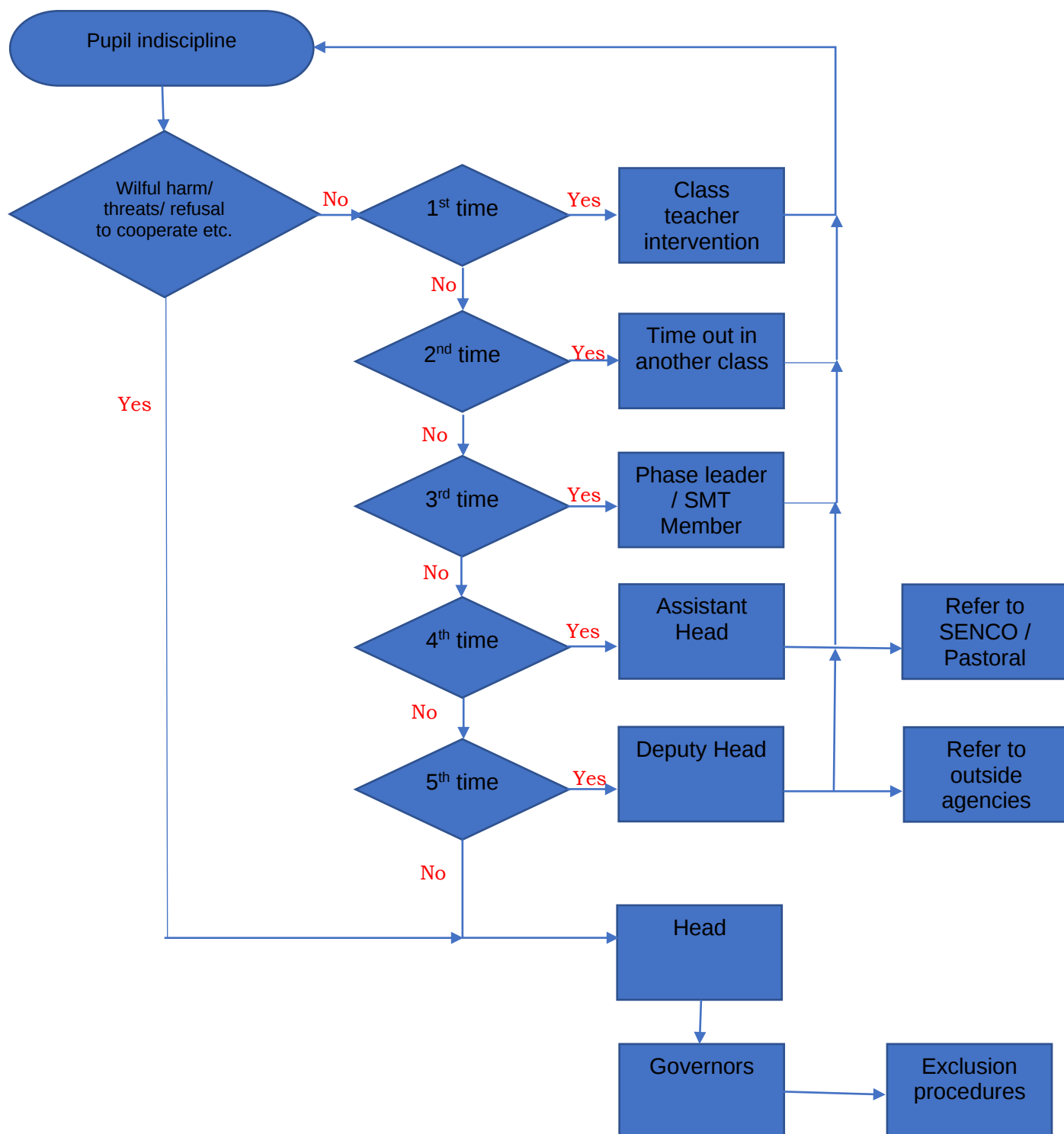
Eating at lunchtime - Hot dinners

- Children show fantastic walking when walking to the hall for their hot dinners.
- Children to ensure they have their correct lunchtime band on their wrist.
- Children to wait in an orderly line to collect their food.
- Children to show smart standing, with hands not touching others.
- Children may talk to those next to them, with quiet indoor voices.
- Children collect their food and sit where directed by member of staff.
- Children to show super sitting whilst eating.
- Children to use a normal talking voice to engage in conversation with friends.
- Children should not raise their voices.
- Children do not leave their seat unless given permission to be a staff member. In order to seek permission, children should raise their hand.
- Once children have finished their main meal, children to raise their hand to seek permission to eat dessert.
- Children to raise their hand once they have finished their meal, to seek permission to clear their plate.
- Once the plate has been cleared, children must return to their seat.
- Children to create an orderly line when directed to by a staff member. Children use fantastic walking when walking from the dining hall to their classroom/playground. Children to ensure their lunchtime wristband is returned to their class box.

Eating at lunchtime - Sandwiches

- Children to sit in a set to eat their lunch. Staff members to direct whether this seat is an allocated seat or a
- seat of pupils' choice.
- Children to show super sitting whilst eating their lunch.
- Children to use a normal talking voice to engage in conversation with friends.
- Children should not raise their voice.
- Children do not leave their seat unless given permission to be a staff member. In order to seek permission, children should raise their hand.
- Once children have finished their lunch, children to ensure their rubbish is placed back into their lunchbox. Children to seek permission by raising their hand to put their lunchbox away.
- Children to show super sitting in their seat until it is time to go outside/begin learning. Children may talk quietly with their peers or play class/table games organised by staff members.
- Children to create an orderly line when directed to by a staff member to go outside onto the playground.

Appendix 2 –Discipline Referral Route



Appendix 3 - Penalty Notices

- 1) Parents/Carers can be issued with Penalty Notices if a pupil who has been excluded contravenes the details set out in the Exclusion Letter as to their whereabouts during school hours throughout the duration of that Exclusion.
- 2) Parents/Carers can be issued with Penalty Notices should their child take any Leave of Absence if they have not requested this, in writing, to the Head teacher (and/or completed a Leave of Absence Application) detailing the 'exceptional circumstances' they would want the Head teacher to take into consideration in deciding if any Leave of Absence can be agreed.
- 3) Parents/Carers should ensure that the Request/Application is made in advance (21 days) of any Leave of Absence to be taken.
- 4) Should any Leave of Absence be taken without an Application/Request having been made Parents/Carers may still be issued with Penalty Notices.
- 5) Parents/carers are advised to Request/Apply for a Leave of Absence before planning, booking or paying for any part of a Leave of Absence.
- 6) Legislation dictates that a Leave of Absence Requests/Application can only be considered from a Parent/Carer with whom the pupil normally lives.
- 7) Leave of Absence Requests/Applications from a Parent/Carer that a pupil does not normally live with cannot be considered under any circumstances.