



# Behaviour Policy

A policy for all stakeholders

**September 2024**

Responsibility for this policy:	Deputy Headteacher - Inclusion
Responsibility for monitoring/evaluation:	Head of School
Date of next review:	September 2026
Links to other policies:	Safeguarding and Child Protection Policy, Mental Health and Wellbeing Policy, SEND Policy

*Creating futures through our shared values of excellence, partnership and perseverance*



## 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 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 that is applied equally to all pupils
- 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 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- Use of reasonable force in schools
- [Supporting pupils with medical conditions at school](#)
- [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 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- 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 agreement and articles of association.

## Context

At Conway Primary School we believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create a caring learning environment throughout the school by:

- Encouraging and acknowledging good behaviour and discipline.
- Promoting self-esteem by encouraging pupils to demonstrate our school values of Ambition, Resilience and Respect.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment or discrimination.
- Promoting early intervention.
- Ensuring a consistency of response to both positive and negative behaviour.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the school's policy and associated procedure.
- Encouraging children to take responsibility for their behaviour through a restorative approach.
- Explaining what is unacceptable behaviour and why.

## School Values

Our values have been written in consultation with staff, pupils and the wider community. We believe that by fostering Ambition, Resilience and Respect we can prepare pupils for the wider world as conscientious and responsible citizens.

**Ambition** – we know what we want from the future and we are determined to get there.

**Resilience** – we learn from our mistakes and we keep trying.

**Respect** – we treat others as we want to be treated.

## Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- 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 such as 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, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - 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)

### School behaviour expectations

Staff and pupils have high expectations of behaviour and it is an expectation that staff will be role models for children. We recognise that a small minority of children find following rules and routines more challenging for a number of reasons and staff will make adaptations (in consultation with SLT) to ensure that the policy is applied fairly.

### Responsibilities and expectations of staff

Staff will ensure there is no differential application of the policy on any discriminatory grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

Staff, including teachers, support staff and student teachers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high-quality learning environment is created in which pupils develop self-discipline and personal responsibility.

Staff are expected to:

- deliver high quality teaching in lessons
  - model expected behaviour
  - have clear and high expectations for behaviour in class and around school
  - maintain a well organised and carefully managed classroom
  - move through sanctions clearly and systematically
  - establish consistent classroom procedures
  - give clear instructions and explanations
  - deal with instances of misbehaviour quickly, using the least invasive techniques to achieve a positive outcome
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- Creating a calm and safe environment for pupils
  - Establishing and maintaining clear boundaries of acceptable pupil behaviour
  - Implementing the behaviour policy consistently
  - Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
  - Modelling expected behaviour and positive relationships
  - Providing a personalised approach to the specific behavioural needs of particular pupils
  - Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
  - Recording behaviour incidents promptly (on CPOMS) and on the forms listed in the Behaviour Policy
  - Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

## **Responsibilities of Parents and Carers**

Parents and carers will take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school in maintaining high standards of behaviour and will have the opportunity to raise with the academy any issues arising from the operation of the policy.

## **Responsibilities of Pupils**

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

## **Our Approach to Behaviour Management**

We want all pupils to enjoy their time at Conway Primary School. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about education. We want to encourage good behaviour and discourage behaviour that would undermine learning or confidence between pupils or pupils and staff. We will acknowledge desirable behaviour with praise and great behaviour with tangible rewards. We will impose consistent, clear and unavoidable sanctions for unacceptable behaviour. We will ensure that, whenever possible, pupils understand the consequences of choosing not to follow the behaviour policy and ensure that opportunities exist for pupils to learn to manage their behaviour in order to develop their moral compass.

Pupils making good learning and behaviour choices will be acknowledged through the school's structured reward system and these will be differentiated appropriately. Although certificates, positive notes home and material rewards will be available, there will be an emphasis on encouraging intrinsic motivation to learn as this will be beneficial to the child in the long term.

Consequences and sanctions at Conway Primary School will have a learning focus, build relationships and encourage pupils to take responsibility. Restorative approaches are encouraged and supported following incidences of poor behaviour. All pupils will be given time to make the desired choice in-between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption. Secondary behaviours will generally be tactically ignored at the time they are displayed but will be discussed with the pupil when they are once again calm and rational.

It is extremely important that parents/carers understand and support the school's Behaviour Policy and help their children understand why respecting this policy is important for the well-being of every pupil and the smooth running of the school. In particular, we encourage parents to celebrate with their child when they are acknowledged for positive behaviour in the school.

There may be rare times when parents/carers do not agree with the chosen consequence or acknowledgement. In such cases, while the school will be willing to discuss the matter, we hope that parents/carers will nonetheless support the school's decision.

Details of the behaviour management process, rewards and sanctions are outlined in Appendix 1.

## School Rules

All pupils will be taught the importance of complying with the school rules. These will be explained to pupils and consistently modelled by all adults.

Ambition	Resilience	Respect
Give 100% effort	Learn from our mistakes	Do as we are asked
Challenge ourselves	Recognise our skills	Speak kindly and respectfully to each other
Take pride in our work	Never give up	Look after everything
Be responsible for your own learning	Be honest with yourself	Use our manners

In addition to the above there may be rules related to a particular subject or area of the school, which are primarily designed for safety. Rules related to a specific area of the school will be displayed in that area.

If the ongoing behaviour of a pupil is causing concern, then this will be reported via CPOMS alerting SLT and the inclusion team who will consider whether further intervention should be put in place. This can happen by a variety of means such as coaching for staff, introduction of dojo trackers, mentoring, etc. If this happens, this will be fully discussed with staff, pupils and parents.

## School Behaviour Curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

## Smart Devices

Pupils are not allowed to bring or use their mobile phones during the school day or on school grounds.

## Bullying

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed, will pupils be able to fully benefit from the opportunities available at the school. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves, 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: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy [here](#)

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, registration time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

### Exclusion

We will endeavour to avoid exclusion from school wherever possible. A decision to exclude a pupil for a fixed period is taken only in response to very serious breaches of the school's rules or where the behaviour of the child means that it is not safe, either for them or for staff working with them, to remain in the school at that time. The Headteacher, or the most senior member of staff in her absence, will take the decision to exclude a pupil and will also decide upon the length of the exclusion and whether it is to be fixed term or permanent.

A decision to exclude a pupil permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities and taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole academy community. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the pupil and will normally be used as a last resort.

There will, however, be exceptional circumstances where, in the judgement of the Headteacher, it is appropriate to permanently exclude a pupil for a first or 'one-off' offence. Depending on the type of exclusion, in most cases, parents have the right to make representations to the governing body. In all cases of permanent exclusion, parents have the additional right to appeal to an independent appeal panel. In all cases where a child has accrued 15 or more days of

exclusion then a formal meeting will be held with the child, parent/carers and a panel of governors.

The school has a duty to provide suitable full-time education for the excluded pupil from the sixth school day of any fixed period of exclusion of more than five consecutive school days.

Further information on fixed term exclusions can be found on the following link:

<https://www.gov.uk/government/publications/school-exclusion>

### Restraint and use of reasonable force

All school staff have the authority of the Headteacher and therefore legal power to use reasonable force to prevent pupils injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Whilst the school will provide additional training to staff in the use of restraint techniques from time to time, it is recognised that this is not a requirement prior to the use of restraint and should not stop a member of staff restraining a pupil where not to do so would put the pupil or others in danger. All incidents of restraint will be fully recorded and parents will be informed.

Further information regarding DFE guidance on the use of reasonable force can be found on the following link:

[Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools)

### Searching, screening and confiscation

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

### Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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/carers, 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 make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but 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 trip.

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 head of school to try to 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 causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

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

### **Searching pupils’ possessions**

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

- › Desks
- › Lockers
- › 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 (listed in section 3) 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 in section 3
- › If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school’s safeguarding system.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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 whether 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, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether 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/carers, 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 information about the role of the appropriate adult).

The pupil's parents/carers 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 that involves exposure of intimate body parts, 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, entitlements 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 whether, 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.

### **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
- 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 a staff member (e.g. on a school-organised trip).

## Online behaviour

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 out 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 head of school 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 for more information. Click [here](#)

## 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 consider whether to 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 more information on responding to allegations of abuse against staff or other pupils.

## 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information [here](#).

## APPENDIX 1: Behaviour Management Process, Rewards and Sanctions

At Conway Primary School, Class Dojo will be used to issue, monitor and evaluate positive and negative behaviour skills and choices.

Incentive	Sanctions
Acknowledgements	Reminder/warning
Praise	1 red dojo point
Stickers	2 red dojo points and time in sister class
Green Dojos	3 red dojo points and sent to SLT office
Green Dojo rewards	SLT determine appropriate sanction including:
Dojo Masters	Missing break / lunch
End of year Green Dojo achievements	Report Cards/after school detention
SLT/ Headteacher Rewards	Internal exclusion
Celebration Certificates	External exclusion (Fixed or permanent)

## Praise and Rewards

Praise and rewards will be used to motivate pupils more frequently than negative consequences. This builds a culture of achievement and success.

Green dojos will be awarded for behaviour, which demonstrates our school values and will be categorized in to:

- Ambition
- Resilience
- Respect

Green dojos will contribute to a positive 'Dojo Doughnut', which will be monitored half-termly by the inclusion team. Pupils achieving a high percentage of green dojos will be celebrated through awards outlined below.

Pupils will be nominated for a certificate for an exemplary display of our core values. These are handed out during a whole school assembly each Friday where parents will be invited to attend.

## Green Dojo Awards

### Daily

- Review of class 'Dojo Doughnut'
- Dojo Master: The pupil with the most dojos has additional responsibilities and privileges the following day. In KS1, they should wear a cape; in KS2 their chair should have the golden star
- Text/conversation with parents.

### Weekly

- The class with best 'Dojo Doughnut' will be celebrated during weekly celebration assemblies and have the opportunity to use the adventure playground.
- Review of class 'Dojo Doughnut' for the week

## Sanctions

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future punishment
- There should be clear distinction between minor and major offences
- It should be the behaviour rather than the person that is punished

## Red Dojos

Red Dojos will be given after a warning for poor behaviour choices in the following categories:

- Aggressive behaviour
- Disrespectful behaviour
- Disrupting learning
- Being off task

Some behaviours, which are more severe than the above, will be given 3 red dojos and result in being sent to the SLT office where a sanction will be given. Red dojos will contribute to a negative 'Dojo Doughnut', which will be regularly monitored by the inclusion team. Pupils achieving a high percentage of red dojos will be supported through weekly dojo target setting and individual behaviour plans where necessary.

## Report Cards

There are 2 different report cards, which are differentiated according to colour and severity.

**Card 1 – Yellow:** given to pupils who have had 3 lunchtime detentions in a half term or after persistent poor behaviour (in the classroom or on the playground). Pupils may go straight to a report card if they:

- Swear
- Are racist
- Fight
- Spit
- Bully
- Steal
- Physically attack another person
- Damage property

**Card 2- Red** given for serious incidents or no improvement on a Yellow Report Card. Pupils on a Red Report Card will receive one week of after school detentions, led by the SLT.

In the instance of either report card being issued, the following process will take place:

Meeting with parent & child to explain actions being taken

Decide on dates for after school detentions and share with parents





Meet with pupil and teacher/PL and decide on:

- Pupil-specific targets for the week: these should be designed to support the pupil in improving their behaviour based on their needs (according to Class Dojo). These should be agreed in a meeting between the teacher and the pupil
- A number or percentage target of ticks/smiley faces is agreed with the pupil

Using restorative justice approaches, ownership of resolving the issue is placed on the pupil

At the end of the week, review the report card against targets and decide whether a new report card is needed or if the support and punishment is no longer needed.

Please see the table below (which needs laminating and putting on display in every learning space) for the issuing of dojos for individual behaviours and the escalation in sanctions.

Green Dojo	Dojo Master	Celebration Certificate	Headteacher award
			

**Ambition** – we know what we want from the future and we are determined to get there.  
**Resilience** – we learn from our mistakes and we keep trying.  
**Respect** – we treat others as we want to be treated.

Reminder	1 Red Dojo	2 Red Dojos	3 Red Dojos	Report Card
				

Any low-level behaviour that is not in-keeping with Conway School rules (If you need reminding twice – that’s a red dojo.)

**Disruptive Behaviour**

- Calling out
- Distracting others
- Wasting time during transitions
- Fiddling with equipment
- Getting out of seat
- Not settling quickly

**Aggressive behaviour**

- Play fighting
- Inappropriate language
- Pushing/shoving

**Disrespectful behaviour**

- Disrespecting property
- Talking over other children/adults
- Breaking school rules
- Incorrect uniform
- Incomplete homework
- Not following instructions
- Not being in the correct place
- Not lining up correctly

- Swearing
- Racism
- Fighting
- Spitting
- Bullying
- Threats
- Stealing
- Leaving classroom without permission
- Physical attacks
- Damaging property
- Persistent refusal to follow tasks

# Detention Reflection Form



Think about what happened. Describe it in your own words.

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What are the consequences of your actions? Think about other people involved.

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What could I have done differently?

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What value(s) do I need to improve?

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How am I going to do this?

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## Reintegration Meeting after Fixed Term Exclusion

Date of meeting:						
Attendees:						
<b>Pupil details:</b>						
Name:				DOB:		
Address:						
Parent contact details:						
Year/Class:			Teacher:			
<b>Details of exclusion:</b>						
Date of exclusion:			Date of return:			
			Total days excluded:			
Reason for exclusion:						
<b>Review of current attendance:</b>						
Number of days absent:			Attendance (%):			
<b>Review of academic progress:</b>						
Subject	Target grade	Current grade	Comments			
<b>Targets for behaviour and learning</b>						
Dojo percentage:						
Area for development	Current score (0-10); 0=never, 10=always	Target score (0-10) 0=never, 10=always	How will we achieve this?	Timescale/review date		
<b>Additional comments or actions:</b>						
Pupil's comments:	Parent/guardian's comments:		School's comments:			
<b>Signed (pupil)</b>		<b>Signed (parent/guardian)</b>		<b>Signed (school)</b>		

# Conway Primary School Home-School Agreement

	School Commitment	Home Commitment	Pupil Commitment
<p><b>Quality of Education:</b> Pupils deserve the highest possible standard of teaching and support to enable them to learn</p>	<p>All pupils will be taught English and mathematics to ensure mastery of basic skills. We will provide an enriched curriculum which challenges and motivates all pupils. We will use regular assessment to track pupil progress and share with parents.</p>	<p>As a parent I will take an interest in what my child is learning. I will support the school's philosophy of high expectations for all. I will participate, where possible, in off-site visits and in-school activities.</p>	<p>I will come to school ready to learn. I will join in with all lessons and work hard in every lesson. I will complete homework by deadlines set</p>
<p><b>Attendance:</b> Pupils have the right to education and parents have a legal responsibility to make sure children attend regularly</p>	<p>As a school we will contact parents on the first day of absence. We will contact parents of children who regularly arrive late for school. We will use Fast-Track to take parents to court if a pupil regularly fails to attend school. We will not authorise any time off school for holidays.</p>	<p>I will make every effort to ensure that my child attends school every day and on time. I will inform the school as soon as possible about any absence and the reason for it. I will not take holidays in term time. I will not arrange doctor or dentist appointments during school time.</p>	<p>I will attend school every day and arrive on time.</p>
<p><b>Behaviour and attitude:</b> Pupils learn best in an orderly environment where everyone knows what is expected of them</p>	<p>At Conway primary School we have a code of behaviour which creates a safe and caring environment for everyone. All staff, pupils and parents know what behaviour is expected. The code of behaviour is consistently implemented with rewards and sanctions. Staff and pupils have a positive attitude to learning and caring.</p>	<p>I will give praise at home for good behaviour and attitude at school. I will work with the school to find solutions in cases of unacceptable behaviour. I will be open with the school and support decisions made when working to find solutions. I will ensure that my own behaviour is exemplary in school.</p>	<p>I will follow school and class rules. I will have a positive attitude to learning and school and always do my best.</p>
<p><b>Restorative Justice:</b> Pupils learn to be accountable for their actions and understand how this impacts others.</p>	<p>We will equip children with the knowledge and skills to be able to resolve peer conflict.</p>	<p>I will encourage my child to discuss how they are feeling and any worries they might have.</p>	<p>I will try to understand my actions impact on others and take ownership when putting things right.</p>

<p><b>Home Learning:</b> Learning at home has an important part to play in helping pupils to achieve</p>	<p>Conway Primary School will keep parents informed about the home learning schedule. We will provide suitable materials and advice on home based learning and how to help, including workshops in school.</p>	<p>I will encourage my child to complete their home learning – but I won't do it for them! I will encourage my child to read aloud every day and sign their reading diary. I will practise times tables with my child every day.</p>	<p>I will complete all homework that my teacher has given me. I will read every day and get my reading diary signed. I will practise my times tables every day.</p>
<p><b>Communication:</b> Good communication between home and school is essential to make sure that pupils get the support they need</p>	<p>The school will be open and welcoming at all times and involve parents in school life. The school may direct parents to the most appropriate adult to deal with concerns. The school will share information about progress, behaviour and general school life with parents regularly. The class teacher will share information regularly about what the children are learning. The school will discuss child's targets with parents. The school will listen to concerns of parents and try to help.</p>	<p>I will share any information with the school that I feel may affect my child's learning or behaviour. I will attend parent evenings/workshops /events. I will raise concerns promptly and directly with the school.</p>	<p>I will take letters home and share them with an adult. I will talk to teachers and parents about any worries I have.</p>
<p><b>Preparation:</b> Being prepared for learning is essential for effective learning and is an essential life skill</p>	<p>All staff will ensure that all lessons are planned with the children in mind. The class teacher will have the materials and resources ready for every lesson to ensure rich learning can take place.</p>	<p>I will make sure my child wears the correct uniform every day. (See uniform policy on website.) I will make sure my child has the necessary equipment to participate in all lessons.</p>	<p>I will wear the correct uniform. I will wear the correct PE kit on PE days. I will have my reading and library book in school every day. I will bring any necessary equipment to school.</p>
<p><b>Signed by:</b></p>	<p>School</p>	<p>Parent/ Carer</p>	<p>Pupil</p>