Behaviour Policy 2026

Jericho Primary School
Policy

Version Number	Version Description	Date of Revision
1	Original based on behaviour policy 2023	
2	Added Keith Hayes award. Additional exclusions information and clarification of sanctions at red 1 and red 2 level. Updates to filtering and monitoring systems in place.	October 2024
3	Minor change to the provider of filtering and monitoring system- securely	9th September 2025
4	Updates added: Section: Policy Status, Date, Version Control (cover page) Section: Legal and statutory framework to reflect up to date KCSiE 2026 Section: Sanctions- Clarification of Red 2 incidents Section: Recording and reporting (Behaviour logs / CPOMs)- explicit threshold for safeguarding guidance Section: Exclusions and reintegration- 5 day behaviour review after exclusion and formalizing re-integrations meeting expectations Section: EHCP and SEND adjustments and links to individual outcomes and need- inclusion. Section: recording and monitoring- clarifying reporting arrangements to the governing body.	12th October 2026

This policy has been written with regard to statutory guidance and legislation including: Keeping Children Safe in Education (latest version), Behaviour in Schools guidance (DfE), Use of Reasonable Force guidance, Suspension and Permanent Exclusions guidance (DfE), Equality Act 2010, SEND Code of Practice. It should be read alongside the school's Safeguarding, SEND, Anti-bullying, Online Safety and Exclusions policies.

Policy owner: Headteacher- James Blackwell
Review cycle: annual.
Next review date: September 2027.
Approved by Governors: October 2026.

Introduction

We believe that good behaviour and discipline within our school are essential if children are to learn and teachers teach effectively. As staff, we work hard to create a supportive and calm school environment in which the rights and responsibilities of everyone within the school community are understood, valued and upheld.

This policy seeks to underpin our whole school approach to behaviour and discipline and firmly establish these guiding principles across the school.

The Behaviour Policy applies to everyone within the school community; pupils, staff, governors, parents, carers and visitors.

We are proud of the positive atmosphere and behaviour at Jericho Primary School and it is this atmosphere that drives forward learning and lifelong achievement.

We aim that all staff should apply the behaviour policy consistently but will acknowledge that sometimes staff need to make quick decisions and apply sanctions differently depending on the context. Jericho School reserves the right to take into account any circumstances leading up to an incident and the pupil's circumstances, when deciding on suitable sanctions.

Our Values

The following values inform our behaviour policy and our expectations of members of our school community:

- **Achievement** – *going the extra mile so that we can be the best we can be.*
- **Nurture and Respect** – *a community where everyone values, supports and invests in each other*.
- **Adventure** - *challenging one another to enquire and pursue real excellence.*
- **Creativity** - *the ability to dream, take chances, and create the things we imagine.*

Our Aims

At Jericho Primary School, we aim to:

- Create a welcoming and co-operative school community in which relationships are based upon mutual support, respect and trust and where everyone feels valued;
- Foster children's self-esteem and confidence through encouragement and positive feedback, to enable them to become increasingly independent as learners;
- Provide a secure and enriching environment where learning can take place with enjoyment;
- Provide opportunities that encourage the children to work co-operatively together;
- Develop the children's awareness and sensitivity towards living things and the world in which we live.
- To provide a consistent and fair approach to behaviour, which is adhered to by the whole school community.
- To ensure adults act as appropriate role models.

Our Approach

Our approach to behaviour and discipline in School is built on four fundamental beliefs. This is that everyone in our School has:

- The right to be myself
- The right to learn,
- The right to feel safe;
- The right to be heard.
- The right to feel happy

We believe these rights are most likely to be achieved when there are clear rules and people understand their responsibilities.

How do we do this?

We teach the children how to solve their own problems through discussion, so they learn how to think things through and talk together until they agree;

Through our support, we help them to develop the ability to take responsibility for their own actions and to see the links between their own behaviour and the consequences of their actions;

We speak assertively to disruptive pupils, using language that is decisive, firm and clear;

Rights	Responsibilities
I have the right to: • Learn • Be myself • Be heard • Feel safe • Be happy	I have a responsibility to: • Allow others to learn • Respect others and treat them fairly • Listen to others • Keep others safe • Be positive

We aim to approach discipline in a positive and consistent way;

We use a traffic light system so that children have a visual clear signal if they are disruptive; and are clear about how to make better choices and improve their behaviour

We highlight positive behaviour choices and reward these;

Children are encouraged to offer their points of view and express their feelings within this framework.

Rights and Responsibilities

Everyone in the School Community Has a Right to:

Learn and teach in an atmosphere which is supportive and secure;
Be respected and treated fairly;
Be heard with equality of regard and opportunity;
Feel safe and happy at school.

Everyone involved in the school community has rights and responsibilities to ensure teaching and learning takes place in a supportive and co-operative environment. We have developed a set of rights and responsibilities for all children, staff and parents/carers. These are used to ensure that we create a positive atmosphere. Children and their families who attend our school are expected to adopt these rights and responsibilities. Rights and responsibilities are used to help discuss both positive and negative behaviour.

Adults and children are expected to be polite and respectful towards each other.

Staff and children have a collective responsibility to ensure good, positive behaviour and discipline throughout the school.

Staff aim to demonstrate, through example, appropriate and sensitive behaviour at all times and in varying contexts, so that children can learn from them.

Teachers will discuss and negotiate rules of classroom and school behaviour with their children at the beginning of each academic year and review these throughout the year.

Teachers will establish clear behaviour plans for their class that establish class rules, routines and expectations to ensure that classroom organisation supports behaviour management. The Head Teacher expects all staff to establish good day to day classroom and whole school organisation and routines. These help form high expectations and ensure that children have clear working boundaries for behaviour in school.

This will contribute to the sharing, discussing, modification (if and when appropriate,) and agreement of the whole school rules.

Processes and procedures for defining and dealing with inappropriate and unacceptable behaviour form part of the Behaviour Policy.

Our School Golden Rules

To help protect our rights and to encourage personal responsibility, we have basic rules for our school.

These school rules are discussed, negotiated, shared and agreed annually through circle times, class, School Council and whole school assemblies. During the year they will be revisited and reinforced as appropriate.

Our School Rules are used to guide behaviour and together with Rights and Responsibilities help support dialogue around behaviour.

Our Rules

We are committed to '"Inspiring, nurturing and growing the hearts and minds of today to build the communities of tomorrow."

Our School Rules



Above all we love learning

Celebrating Success and Rewards: All things Golden!

Children at Jericho Primary School behave well and respond to positive encouragement. We aim to create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by praise.

Children will be rewarded for making the right choices using our team point system. If children make the right choices and follow the school rules then they will be awarded team points. Children can earn team points each day.

These points are of value to their team and individually.

Teams

There are three classes for each year group. Each of these individual classes are a 'team' -

- Red
- Blue
- White

Team points are totalled at the end of each week. Each half term, the winning team colours are added to the 'Team Cup' which is displayed in school. We will have team captains for each team from Year 6.

Individually

The team points an individual child accrues are collated via our online system – Class Dojo.

If children earn **4 classroom dojos** or more in any one day they will be given a golden ticket. Golden tickets will then be collected each week in our celebration assembly. Class teachers/ year group teams will be responsible for keeping a record of team points distributed to ensure that golden tickets are distributed in a timely manner for the celebration assembly.

Every half term we will hold a golden ticket raffle and winners choose a book that is purchased by the school and delivered to their home address.

Celebration Assembly:

Each week we hold a celebration assembly. These whole school events to celebrate the behaviour and achievements of all our children.

Star of the week

Each week, a pupil from each class will be rewarded with a 'Star of the Week'. This will celebrate any good work or good behaviour that has been displayed throughout the week. They will receive a special certificate and sticker, we publish a photograph weekly on our face book page.

Good Work is Golden too!

Good work can be rewarded by the child being entered into the key stage 'Golden Book'. If a child has been entered into the Golden Book, parents or carers are informed through the post where they will receive a note and certificate informing them of their child's achievement. In school the children will visit a member of SLT to receive a head teachers golden sticker. They will then share their good news by ringing the golden bell in the corridors for all to cheer and celebrate. Parents / Carers are invited to view their child's work in the Golden Books at any time. These are located outside Mr Blackwell's office on the Golden display.

- Class teachers have the responsibility of selecting **Golden work** to send to the Headteacher. This should be based on an individual child's achievement and not always/just the 'best in the class'. The work should always be truly golden!
  Teachers and TA's collectively in year groups will be expected to do this at least once a week.

In addition, class teachers can reward further 'Good Work' through the use of praise postcards or messages home via parent mail or seesaw. It is important that all good work is shared and we drive behaviour via positivity! Good work should be shared smartly in each classroom upon the golden shelves. It should be changed weekly to reflect work that is in the Golden Book.

It is very hard to get rewards right; some children are always good, do lovely work and behave well and do not need these incentives as they have self-discipline and motivation. We try to give this special attention too. We strive to ensure that our behaviour system is fair. However, we work hard to ensure that where needed, children who have behavioural difficulties are well supported. This may mean that support for individual children is needs based. Our main aim is however, to improve children's attitudes and achievement via a positive approach to dealing with behaviour. We will always reward improvement, however small and whatever the starting point through celebrating brilliance and our values and culture.

Outstanding achievements- The Keith Hayes award

Each term our whole school community will vote to select one pupil to receive The Keith Hayes award. The pupil awarded will consistently demonstrate that they embody the school values and ethos in all that they do. The pupil selected will demonstrate nurture and respect towards others, be creative, achieve and hold be willing to be adventurous in their learning. On the last week of term, a special assembly will award one pupil with the Keith Hayes award trophy with an explanation as to why they deserve the accolade. The pupil will then keep the trophy for the following term. Pupils will each vote as well as members of staff giving reason to their individual vote. Phase leaders along with the pupil parliament will take responsibility for conducting the ballot and counting the votes. The award is open to all year groups from reception to year 6 across school.

Consequences of Inappropriate Behaviour

Our priority is to foster positive behaviour and encourage self-discipline, but there may be occasions when a child's behaviour infringes the rights of others. In such situations, there are a series of procedures, with possible consequences, which are followed.

The sanction system sits alongside our rewards systems. Sanctions are used by staff as an aid to help children visually see how serious their inappropriate behaviour has been. These steps are used by staff to point out and hopefully stop children from being severally or persistently disruptive.

We have a clear process for issuing sanctions. In most cases pupils will be given a verbal warning, which will enable pupils to rectify their behaviour. The member of staff issuing the warning will explain to the pupil why they have been given a warning. This conversation will clearly outline the 'choice' a child has made and the impact on other children. It will be a short and sharp reminder of how to make a better choice.

If this behaviour persists then an amber sanction will be issued and the child's name moved onto the amber circle of the traffic light system. A verbal exchange about the child's choice to persistently

continue to display the inappropriate behaviour and re-iteration of expectation. Thank you for choosing to listen carefully. After a 10-minute monitoring period if the child has corrected their behaviour and demonstrated better choices they will then step down and be removed from amber on the traffic light. If behaviour persists or another behaviour rule is broken then a move up the traffic light will occur and the child will move to red 1.

In more extreme cases, when the behaviour warrants more than a warning for example when displaying red 2 behaviours, a pupil will be sanctioned. In some cases, privileges will be taken away from children who continually misbehave. Such privileges include out of school visits such as whole school theatre productions, sporting competitions. Sanctions and consequences for inappropriate and unacceptable behaviour are outlined below:

Sanctions-

Amber-discussion with the member of staff in relation to their choice of behaviour. Discussion about how to correct this behaviour and the impact this has or is having on other pupils. Following the structure- The rule that has been broken, the right that they have taken away, the responsibility not fulfilled and then the consequence- they will be monitored for the following 10 minute period then step down the traffic light to green if behaviour has been corrected. If continue with behaviour then escalate to red one.

Red one- Miss their playtime to discuss which specific school rule has been broken and which right has been taken away. The child will be required to explain what their responsibility is as a member of our school and discuss their choice or corrective behaviour. This will be recorded by either the adult or child on a choices form.

If a child does receive, a red one on the traffic light system parents will be notified at the end of the week as to their behavioural incidents and consequences by telephone call. The behaviour will be recorded on CPOM's identifying red 1 category and using the STAR recording method.

Persistent red 1- three or more instances in one week

Phase leader intervention- At this point class teachers will discuss the continual pattern of behaviour. The phase leader will then check in daily regarding the behaviour of this child for the following week and monitor. If low level disruptive behaviour persists then this will be raised to SLT who will then intervene to make a decision about next steps. This may include the implementation of a positive behaviour plan that will be formulated by the class teacher, behaviour lead, parents and pupil. The teacher is then responsible for ensuring this is shared with all key staff. These must be reviewed at a minimum of each half term and a meeting to revisit outcomes and effectiveness. When a behaviour plan is implemented, it should be recorded on CPOMs and updated if withdrawn or updated.

A weekly behaviour-monitoring chart may be implemented

Name: **Class:** **Phase Leader:** **Behaviour:** **Week commencing:**			
	1st break	Lunchtime	2nd break
M			
T			
W			
T			
F			

This will be signed by the lead on the yard upon successful play. Countersigned at the end of the day by the phase leader.

Red two- Red 2: Serious incidents including physical assault, persistent and targeted bullying (including cyber), racist/homophobic/sexist abuse, sexual harassment, theft, deliberate vandalism, leaving site without permission, and incidents posing significant safeguarding risk. Red 2 incidents will almost always be recorded as a safeguarding concern and may lead to fixed-term exclusion pending investigation. This will be the intervention of a member of SLT. The child will be required to meet with a member of SLT to discuss their choices and enter into an agreement going forwards. There will be check ins completed by phase leaders to monitor that there have been improvements to the behaviour. The sanction applied will be determined by the member of SLT such as internal or external exclusion, loss of playtimes or privileges such of out of school visits, residential or sporting events.

It may be that SLT decide for extreme behaviours an Internal Isolation, Fixed Term Suspension or Permanent Exclusions is necessary. Where a child has not been following the Golden Rules and correcting their behaviour, it might be necessary for the child to work away from the classroom and be given an internal isolation with a member of SLT or phase leader. This decision is made by the SLT.

School informs parents when an internal isolation takes place, and this is reported to Governors at the next Governing Body meeting. Where there have been three internal isolations, a parent consultation will take place. Fixed term suspension or permanent exclusions are put in place as a last resort. We follow LA guidelines on suspensions and exclusions.

BEHAVIOUR SANCTIONS

Behaviour	Sanction given
1. Breaking one of the golden school rules Such as: • Not making good choices • Not telling the truth, • Rough play in and out of the classroom and on school grounds • Not demonstrating respect to people and property • Intentional unkindness towards others face to face and online	Amber
2. Not making a change to behaviour despite amber warning- persistent amber behaviours	Red
3. Bullying (STOP), including online bullying and inappropriate use of language online	Red 2
4. Fighting during school or whilst walking home from the premises	Red 2
5. Swearing	Red 2

6. Stealing	Red 2
7. Biting	Red 2
8. Leaving the classroom or school grounds without permission.	Red 2
9. Racism, homophobia, insults based on protected characteristics	Red 2
10. Making others unsafe	Red 2

This is to be used as guidance only with teachers applying their own professional judgment, as behaviours from younger children may be part of learning and development- i.e. sharing resources and equipment. Contextual information influencing the incidents e.g. problems at home, reoccurring behaviour and SEND will to be taken into account.

Where a child has an EHCP or is identified as having SEND, reasonable adjustments will be made to behaviour sanctions and expectations. Any behaviour plan should be linked to the child's assessment and, where relevant, to their EHCP outcomes. The SENCo must be consulted before applying repeated sanction patterns for pupils with identified needs. Positive handling/placement in isolation must not be used as an alternative to appropriate SEND provision.

Behaviour logs

Where the pupil has received a Red 1 or Red 2 these will be recorded on our CPOM's monitoring system. This will outline the incident/ behaviour, actions (including reporting to parents) and any further interventions.

All incidents that meet the threshold for safeguarding, hate incidents, sexual harassment, or where force has been used, must be recorded immediately on CPOMs and notified to the DSL. Red 1 incidents should be logged within 24 hours. The CPOM entry must include: date/time, location, witnesses, summary of incident, action taken, communications with parents, and next steps. SLT will review CPOMs weekly and report termly to governors with anonymised trend data (including by protected characteristic).

Behaviour Monitoring

The senior leadership team will consistently monitor behaviour in school by dropping into classrooms, monitoring the playground at recreational times and analysing the CPOM's logs. Members of SLT will check the traffic light sanctions and the behaviour choices folder and intervene with any persistent behavioural issues. Our triaging team along with phase leaders and SLT will then discuss any ongoing issues and access further support internally or externally where required.

Reporting to parents

Teachers must keep a record of red sanctions using our CPOMs system and in the classroom; a folder will display the choices and consequences discussion sheets. Teachers will report to parents on a weekly basis if pupils have received a red on the traffic light system.

Parents/carers will be informed promptly following any Red 2 incident and within 48 hours of any Red 1 incident. Weekly summaries are provided where a child has recurring sanctions. Where behaviour is escalating, staff will arrange a parent meeting within 5 school days to agree next steps and support

Exclusion

Jericho Primary School seeks to avoid exclusions wherever possible. They take place only for very serious incidents or when other strategies have been tried and have failed over time. In most cases exclusion will be the last resort after a range of measures have been tried to improve children's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour.

The Head teacher and staff will identify children whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other external agencies.

Fixed term and permanent exclusion are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

A serious offence could by itself justify a child's exclusion. This may include an aspect of the following:

- Violence towards an adult or child
- Swearing abusively at others
- Abuse in relation to a protected characteristic- i.e. racism or homophobia
- Sustained bullying either online or in person
- Frequent high level disruption
- Frequent high levels of non-compliance
- Frequent high levels of disrespect
- 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

Each individual situation will be investigated according to need. The Head Teacher will gather evidence; seek the opinions and advice of colleagues. The view of the child / children will also be sought to gain a full picture before action is taken. If satisfied that, on the balance of probabilities, the child did what he or she is alleged to have done; the Head Teacher may exclude the child.

Exclusion may take various forms and will always be at the discretion of the Head Teacher.

Internal Exclusion: This is where the child will be excluded internally to the Assistant Heads office for a period.

Lunch Time Exclusion: This is where the child will be excluded from school during the lunchtime period and will have to go home for the lunch period.

External Exclusion: This is where the child will be sent home from school for a set time period.

External Exclusion

Should an exclusion be necessary then the following procedure will be put in place:

- The child will be excluded for an initial period of time dependent on the severity and nature of the behaviour this will vary in length and could be three days or longer.
- Parents/Carers will be notified immediately by telephone and asked to remove their child from the school.
- They will be given a formal letter outlining the reasons for exclusion, the exclusion process and details of procedures they may wish to adopt e.g. appeals procedure. Home learning will also be set for the child to complete at home during this period.
- The Chair of Governors will be notified at the time exclusion is decided, as will the appropriate agencies of Cumbria County Council
- The School will also work to put in place a return programme for the child to commence on his / her return to school.
- This programme will identify a specified number of follow up meetings to be held between the school and the parents/ carers.

On return from fixed-term exclusion, the school will hold a reintegration meeting within 5 school days to review behaviour targets and support; the headteacher will follow DfE guidance on exclusion notifications and record-keeping and will inform the governing body and local authority as required.

The decision to exclude a child can only be taken by the headteacher/ Deputy head teacher or in absence – the assistant headteachers who will consult with the headteacher regarding the decision.

Parents

The children are taught what is unacceptable behaviour and are aware of the consequences of breaking the rules. Parents and carers accepting a place at Jericho Primary School are accepting our Behaviour Policy and the procedures we have agreed and adopted for responding to inappropriate behaviour.

It is our job to positively discipline children in school. We would ask parents not to intervene with another child's parents or with another child, but to report the matter to us in school.

We wish to work in partnership with parents to help children and parents with behavioural /emotional difficulties. We are prepared to listen and be flexible in our response.

Protected characteristics

Protected characteristics are defined as age, disability, gender reassignment, race, religion or believe, sex and sexual orientation.

Jericho Primary School does not tolerate incidences where abuse is targeted towards protected characteristic. All incidents are recorded, reported and investigated. These are then reported to the Local Authority.

Children with Behavioural Difficulties and Positive Physical Intervention and Safe Handling

We work hard to ensure that our behaviour system is fair however we do realise that some children have behavioural challenges. Our aim is to quickly identify children who have additional challenge with behaviour. Children are supported through the use of Individual behaviour plans and where required, bespoke positive handling plans. We believe that with early intervention and firm consistent boundaries children can achieve. All behaviour plans that are written are underpinned by the values, aims, rights and responsibilities that form this policy. We recognise that whilst we aim to follow the systems for all children, it may be necessary to consider how these systems and routines can be

adapted for children with behavioural difficulties. Behaviour plans will always be written with the child and shared with their parents/ carers. These plans will be shared within the staff team and kept accessible within the behaviour folder attached to the classroom display.

Using reasonable force

Members of staff legally have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. In school, we have teams of staff trained in using Team Teach 'de-escalation' strategies in order to minimise the need for the use of force. Any physical intervention will be a last resort to maintain the safety of both pupils and staff.

All physical interventions must be recorded in the bound restraint log and on CPOMs and reported to parents the same school day or as soon as reasonably practicable. Staff must follow the school's Positive

Handling policy, using Team Teach de-escalation techniques where trained. Any injuries to pupil or staff should be recorded and reported to LA/health as required.

Responsibilities

The expectations of staff, pupils and parents/carers are outlined below.

Staff are responsible for:

- Planning and delivering good to outstanding lessons that challenge and excite learners
- Being enthusiastic and a positive role model
- Knowing their children well
- Praising pupils and celebrating their success.
- Ensuring all pupils can access and participate in class.
- Providing pupils with informative marking and feedback that allows pupils to move their learning forwards
- Showing fairness towards all pupils irrespective of race, gender, sexuality or disability.
- Encouraging, recognising and rewarding good behaviour in line with the school reward systems.
- Setting high learning and behaviour expectations. Consistently maintaining routine.
- Using rewards and sanctions consistently.
- Engaging in yearly training and updates in relation to behaviour, safeguarding and the use of CPOMS.

Head teacher responsibilities:

- It is the role of the head teacher, under the School standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors and the Pastoral Committee, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all of the children in the school.

- The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

- The head teacher keeps records of all reported serious incidents of misbehaviour.

Governor responsibilities:

- The governing body has the responsibility of setting down these general guidelines standards of discipline and behaviour, and reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines. Leanne Savage is the designated governor for behaviour in school.

- The head teacher has the day to day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The head teacher must take this into account when making decisions about behaviour.

- All involved with the child's teacher will liaise with external agencies as necessary to support and guide the progress of each child.

- If behaviour remains a problem and there is a threat to the safety of the child, pupils or staff, then a behaviour management plan must be written with support from the SENco. The plan must be signed by the child, the parent, class teacher and behaviour lead.

Parental responsibilities:

Jericho encourages parents and carers to support good attendance and behaviour through home-school agreements, parents' meetings and newsletters. Videos in relation to behaviour expectations are available for our parents to access and review.

Children's responsibilities:

At Jericho, children are made aware of behaviour expectations in assemblies, within class via behaviour displays. The children know they will be rewarded for following the school's Golden rules and that they will be sanctioned if the rules are broken.

Behaviour outside the School Premises

Jericho School reserves the right to discipline pupils for misbehaving or bullying outside the school premises. The behaviour policy will be used to deal with such incidents when the pupil is taking part

in a school organized or related event or travelling to or from school or wearing the school uniform or in some other way identifiable to the school. This would also include pupils' actions on social media sites such as Facebook and or messaging apps such as whatsapp, snapchat and messenger.

Online behaviour

This may include mis-use of school ipads or devices (outside of the ipad agreement terms and conditions), upskirting, online abuse, cyberbullying, mis-use of social media, accessing or sharing explicit content such as nude/ semi-nude images, sexual violence or harassment, instigating harmful online challenges or hoax' and breeching passwords or accounts belonging to others.

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.

Jericho school will sanction pupils for online behaviours that are against our school policy and the head teacher reserves the right to make a decision in relation to the sanction based on findings from investigating online behaviour of pupils. Spot checks of school ipads will take place to monitor safe usage as part of the schools yearly monitoring cycle. We use Securely (filtering/monitoring provider) to audit device use on school equipment. Staff will undertake annual training on online safety signs and processes for responding to online incidents. Pupils and parents receive the Acceptable Use Agreement which sets out expectations for device use in and outside school.

Dependant upon the nature of the behaviour and findings we will contact social care or the police if there has been criminal activity or significant risk of harm is posed.

Concerns, Complaints....And Compliments

We understand that behaviour is often open to subjective interpretation, therefore it is inevitable that some pupils and parents will not agree with all staff application of the school behaviour policy. Pupils and parents should first discuss any grievances with class teachers or the member of staff dealing with the incident. Parents should contact the Head-teacher if they have further concerns.

Complaints will be dealt with thoroughly and concerns taken seriously. However, the school will also make sure the pastoral care of any staff are treated fairly and consistently.

We would also be pleased to receive compliments – feedback from Parents and visitors when things have gone well.

Evaluating Our Policy

We will evaluate our Behaviour policy using the following measures:

Feedback from Class

Comments and work from PHSE lessons in school

Any comments from suggestion and/or worry boxes

Pupil / Parental/ staff voice

Evaluating absence or patterns of absence from school

The number of complaints from parents

The number of reported and logged incidents

Our governor Leanne Savage is responsible for monitoring behaviour within our school monitoring takes place termly

Agreed April 2022- Revised v2 Agreed March 2023 v3 revised December 2023

Revised September 2026

Related Policies

Our Behaviour Policy links with a number of other school policies:

Anti-bullying Policy

Home School Agreement

Equal Opportunities

Child Protection Policy

Complaints Procedure