

**Tanworth-in-Arden Church of England
Primary School and Nursery**



*In God's Family, learning, loving,
growing to be our very best.*

**Relationships Policy
(Behaviour)**

Adopted: July 2026

Introduction

At Tanworth-in-Arden C of E Primary School and Nursery we aim to create a happy, safe, caring, stimulating and inclusive environment for all. As a Church of England school we base this on the values that Jesus has taught us in order to develop a safe and secure environment fostered by Christian love. We seek to support the development and flourishing of all our pupils, academically, emotionally, socially and spiritually regardless of faith or no-faith.

We encourage self-discipline and aim to keep rules to a minimum, following just three rules of Ready, Respectful and Safe (RRS). Promoting good behaviour amongst the pupils is a shared responsibility. All members of the school community: staff, governors, parents, the wider community and the children, have a vital role to play and should aim to build positive relationships with each other. We expect each individual to respect others, their families, culture and beliefs, as part of the exceptionally high standards of behaviour that we have at Tanworth-in-Arden.

The staff and governors are satisfied that there is an outstanding standard of behaviour in the school. The school has high expectations for everyone “to be our very best” - this policy demonstrates the commitment of the school to constantly look to ways of developing and improving.

Leaders ensure that pupils’ behaviour is managed consistently and fairly across the school. Pupils are polite and courteous. Leaders expect all pupils to do their best.

Pupils meet these expectations. They work hard and concentrate in lessons.

OFSTED September 2022

This policy provides guidance for present and future teaching staff, teaching assistants, support staff, lunchtime supervisors, parent helpers, students, supply teachers, parents and our pupils. In order to maintain a high standard of behaviour, everyone must share the same aims and expect the same standards in all aspects of school life.

Our aim is to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects and impacts on others. Pupils are respectfully supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate members of society who have the skills to avoid and resolve problems independently.

Legislation and Statutory Guidance

This policy is based on current legislation and guidance, including:

- The Education and Inspections Act 2006
- The Equality Act 2010
- The Human Rights Act 1998
- The United Nations Convention on the Rights of the Child (UNCRC)
- DfE *Behaviour in Schools: Advice for Headteachers and School Staff*

- *DfE Suspension and Permanent Exclusion Guidance*
- *DfE Keeping Children Safe in Education (KCSIE)*
- *DfE Searching, Screening and Confiscation Advice for Schools*
- *DfE Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies*

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- SEND Policy
- Online Safety Policy
- Attendance Policy
- Restrictive Physical Intervention (Positive Handling) Procedures
- Equality Information and Objectives

The Governing Body, Headteacher and staff are committed to promoting high standards of behaviour and conduct in a way that is fair, inclusive and consistent with the school's Christian vision of enabling every child to flourish and experience 'life in all its fullness'. Behaviour expectations apply both within school and, where appropriate, to behaviour outside school that may affect the safety, wellbeing or reputation of the school community.

Equality, Inclusion and Protected Characteristics

At Tanworth-in-Arden C of E Primary School and Nursery, we are committed to creating a culture of dignity, respect and inclusion where every member of the school community is valued and encouraged to flourish. This commitment is rooted in our Christian vision and values and underpins all aspects of school life.

The school will not tolerate discrimination, harassment, victimisation or bullying based on any protected characteristic as defined by the Equality Act 2010. Protected characteristics include:

- Age
- Disability
- Race
- Religion or belief
- Sex
- Gender reassignment
- Pregnancy and maternity
- Sexual orientation
- Marriage and civil partnership (for employees)

The school actively promotes respect and understanding of diversity and seeks to ensure that all pupils, staff and families feel safe, welcomed and included within our community.

Reasonable Adjustments

When applying this policy, staff will take account of pupils' age, stage of development, special educational needs, disabilities, medical needs and other individual circumstances. Reasonable adjustments will be made where appropriate to ensure that behavioural expectations, support and consequences are fair and equitable.

Prejudice-Related Incidents

Any incident involving discriminatory language, prejudice, harassment or abuse relating to a protected characteristic will be taken seriously and investigated promptly.

This includes, but is not limited to:

- Racist incidents
- Disability-related harassment
- Religious prejudice
- Homophobic language or bullying
- Transphobic language or bullying
- Sexist behaviour or harassment

Such incidents will be recorded, parents/carers informed where appropriate, and appropriate restorative, educational and disciplinary actions taken. Where required, incidents will be reported in accordance with Local Authority guidance.

Promoting Positive Relationships

We believe that education is the most effective way to prevent discrimination and prejudice. Through worship, PSHE, Relationships Education, curriculum learning and daily interactions, pupils are taught to value differences, show respect for others and contribute positively to a diverse society

Aims:

Through this policy the school aims to:

- Underpin the policy with Christian beliefs, spirituality, values and ethos
- Provide a productive learning environment where all children can make excellent progress
- Maintain a friendly, happy and secure learning environment
- Promote respect between all children and adults
- Encourage children to be helpful and considerate of others

- Encourage children to behave in a polite and sensible manner
- Encourage children to take responsibility for their actions and behaviour
- Promote self-esteem and levels of motivation amongst our pupils.

As a staff team we have developed “The Tanworth Way” which teaches children the skills and values needed. We teach these daily through assemblies, circle time, PSHE, modelling by adults and real life situations.

We teach and promote the skills of:

- Active Listening
- Understanding Feelings for others
- Accepting Differences

We teach and promote the values of:

1. Wisdom 2. Dignity 3. Hope 4. Community 5. Compassion 6. Courage

7. Forgiveness 8. Friendship 9. Generosity 10. Truthfulness 11. Justice

12. Respect 13. Service 14. Trust 15. Perseverance 16. Thankfulness

In order:

- to develop positive relationships which promote self-esteem
- establish clear expectations of all members of the school community
- share expectations and adopt a consistent approach to promote a harmonious working environment where all can develop their skills of working both independently and cooperatively
- to ensure that all children and staff are happy and confident by creating a safe, sensitive and supportive ethos
- establish a partnership approach which draws on all those involved with the school
- provide systems which promote positive behaviour and which support all members of the school community
- to recognise the importance of effective teaching and learning in the promotion of positive behaviour. (Teaching and Learning Policy)

Positive Behaviours

We expect our pupils and staff to be considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition.

We encourage and reward good behaviour throughout the school day through the words we use. We focus on the children's learning behaviours.

- In each classroom there is a display of our Christian Value, teachers regularly refer to the values and praise children who are able to demonstrate the skills and values being promoted.
- At the beginning of each new school year the class develop their class code/charter which are signed and then displayed in the classroom these are linked to the three school rules of ready, respectful and safe.
- A Celebration Assembly takes place once a week where adults choose children who have demonstrated outstanding behaviour and manners or effort.
- Every half term there is a values assembly where staff choose children who have demonstrated the Christian value.
- Each classroom has a recognition board for promoting whole class behaviours for learning.
- Positive messages are sent home regularly on the newsletter, through emails and/or postcards.

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves.

We strive to avoid:

- humiliation – it breeds resentment;
- shouting – it diminishes us;
- over reacting – the problem will grow;
- blanket punishment – this is unjust towards the innocent;
- harsh sarcasm;
- threatening children with someone else's discipline;
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.);

As part of promoting positive behaviour and providing positive role models, pupils are encouraged to take on responsibilities within their class and across their school. These include, but are not limited to:

- House Captains
- School Council Member
- Playground leaders
- Eco Committee
- Online Safety Leaders
- Classroom and school wide monitor jobs
- Year 6 buddies
- Librarians
- Opal Play Team
- Prayer Leaders

- Supporting admin staff to deliver letters
- Lunchtime Monitors

WORKING IN PARTNERSHIP WITH PARENTS

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning.

Parents have been consulted in the formation of this policy and in the formation of the Home School Agreement. All parents are expected to sign the Home School Agreement when their child joins Tanworth.

We aim to work with parents and keep them informed at each stage of the policy.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the gate' approach or contact parents/carers by telephone.
- Reading records or home-school books can also be used to send messages home or into school.
- The Parents' Consultation Evenings also provide a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Class assemblies, celebrating behaviour and achievements.
- Curriculum sessions to share learning
- Certificates and stickers that children take home.

The school will apply this policy fairly and consistently in accordance with the Equality Act 2010, making reasonable adjustments where required for pupils with SEND or other identified needs.

The Tanworth-in-Arden Curriculum

The Personal Development of pupils is a high priority at Tanworth-in-Arden where across the curriculum and in our everyday interactions, we aim to teach children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. However, we also choose to reward good behaviour, for both groups and individuals, as we believe that this will develop an ethos of kindness and cooperation where personal success is celebrated.

Personal, Social, Health, Citizenship and Economic education (PSHE) lessons, Circle Time, school assemblies/worship, out of school experiences and after school clubs also contribute to the pupils' understanding and competency in managing conflict.

The school environment

All of us should be proud of our interesting, pleasant and well-resourced school. It is the responsibility of staff and children to maintain this by looking after the resources and displays. Our classrooms are tidy and well organised, as this has a positive impact on behaviour. We walk quietly around the building at all times, especially when passing through areas where other people are working. Where we see children and/or adults running we remind them to walk by saying "Thank you for walking". We take care not to damage displays in the corridors as we pass and are keen to hold doors open for others, showing politeness and consideration.

Mobile Phones, Online Behaviour and Social Media

At Tanworth-in-Arden C of E Primary School and Nursery, we recognise that positive behaviour expectations extend beyond the physical school environment and include pupils' conduct when using technology and engaging online. Our approach reflects our values of respect, responsibility, compassion and dignity.

Pupils are expected to demonstrate the school's behaviour expectations of being **Ready, Respectful and Safe** when using digital technology both within and outside school.

Mobile Phones and Smart Devices

- Pupils who bring a mobile phone to school must hand it to a member of staff on arrival and collect it at the end of the school day.
- Mobile phones, smart watches and other electronic devices must not be used during the school day unless authorised by a member of staff for educational or medical purposes.
- The use of mobile phones or electronic devices to take photographs, videos or audio recordings of pupils, staff or visitors is not permitted without explicit permission.
- Any device used inappropriately may be confiscated and returned in accordance with the school's procedures.

Online Behaviour

The school considers online behaviour to be an extension of behaviour expectations within school. Behaviour incidents that occur online may be addressed through this policy where they:

- cause harm or distress to another pupil, member of staff or the wider school community;
- involve bullying, harassment, discrimination or threatening behaviour;
- damage the reputation of the school;
- create safeguarding concerns; or
- are likely to have an impact on pupils' wellbeing, learning or relationships within school.

Examples may include:

- cyberbullying;

- sending or sharing unkind, offensive or discriminatory messages;
- sharing inappropriate images or content;
- impersonating others online;
- deliberately excluding others through online activity;
- misuse of social media, messaging platforms or online gaming.

Responding to Online Incidents

Where concerns arise, staff will investigate proportionately and work with pupils and families to promote understanding, repair relationships and address any harm caused. Consequences and support will be determined in accordance with the restorative principles outlined in this policy. Serious incidents will be managed in conjunction with the school's Safeguarding and Child Protection Policy and Online Safety Policy.

Where online behaviour may constitute bullying, child-on-child abuse, discriminatory behaviour or a safeguarding concern, appropriate action will be taken, including involvement of the Designated Safeguarding Lead and, where necessary, external agencies.

Dealing with inappropriate behaviour.

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between children, key questions will be asked to find out what has happened and how the individuals involved can make things right again or repair the harm caused. Our aim is not necessarily to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it positively. Everyone involved in an incident has the opportunity to be listened to and is therefore supported in coming to understand the harm that has been caused to all parties.

Staff will lead a conversation using all or some of the questions below as a guide:

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that? What each person was thinking and feeling at the time, before and since.

Who has been affected and how? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. the school community and families.

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

Next steps

At Tanworth-in-Arden Primary School, the child(ren) should always be involved in the conversation and be an active part of deciding upon any next steps, ensuring they are constructive and allow the child to learn from what has happened. When next steps are imposed without meaningful discussion, the child is likely to see themselves as the victim of punishment, rather than take responsibility for their original actions. Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with.

In deciding upon the most appropriate form of action to take, staff will consider the 'level of behaviour' Appendix 1:

- assess the severity of the behaviour – to what extent has its a) impeded others' right to teach/learn; to be treated respectfully; to be safe?
- take into consideration any extenuating circumstances. These will include, for example, whether the pupil concerned has specific special educational needs that might be a contributory factor or recent life experiences;
- ensure that the subsequent response is: proportionate; focuses upon repair and rebuild where necessary; provides an opportunity for the pupil to reflect upon and learn from the choices they have made

On rare occasions, there are incidences where behaviours severely compromise the safety of our pupils and adults. In these cases, the adults dealing with the situation may choose to implement next steps that could range from taking time out, repairing damage made i.e., picking up equipment,

helping do something positive or reporting to the Deputy Headteacher or Headteacher or Senior teacher.

For extreme behaviours or repeated negative behaviours external agencies may need to become involved for behaviour monitoring and support. However, in all situations pupils will be treated following this policy so that when they are calm their views and feelings are heard and they have the opportunity to take responsibility and repair harm caused.

Behaviour and Safeguarding

At Tanworth-in-Arden C of E Primary School and Nursery, we recognise that behaviour can be a form of communication and may indicate that a child requires additional support. While we maintain high expectations for behaviour, we also seek to understand the underlying causes of behaviour and respond in a way that promotes safety, wellbeing and positive outcomes for all pupils.

Staff will consider whether behaviour may be linked to:

- safeguarding concerns;
- child-on-child abuse;
- mental health or emotional wellbeing needs;
- special educational needs or disabilities (SEND);
- adverse childhood experiences;
- medical needs;
- family circumstances or significant life events.

Where behaviour causes concern, staff will consider whether there are any underlying vulnerabilities or safeguarding concerns and will act in accordance with the school's Safeguarding and Child Protection Policy. Concerns will be shared with the Designated Safeguarding Lead (DSL) or Deputy DSL as appropriate.

The school recognises that safeguarding risks can occur beyond the school site and may influence a pupil's behaviour, wellbeing and relationships. These risks may arise online, within the local community, between peer groups or through wider social influences. Staff will consider the wider context of any behaviour incident and whether it may indicate exposure to bullying, exploitation, harmful online content, peer pressure, discrimination, abuse or other safeguarding concerns. Where appropriate, incidents will be considered through a contextual safeguarding lens and managed in accordance with the school's Safeguarding and Child Protection Policy. Through this approach, we seek to understand and address the circumstances that may be influencing behaviour whilst maintaining high expectations and keeping children safe.

The school recognises that vulnerable pupils may require additional support and reasonable adjustments to help them meet behavioural expectations. High expectations will be maintained for all pupils, whilst recognising individual circumstances and needs.

Where behaviour places a child or others at risk of harm, the safety and wellbeing of pupils and staff will always be the school's primary consideration.

All safeguarding concerns arising from behaviour incidents will be recorded and reported in accordance with the school's safeguarding procedures and may be recorded separately from behaviour monitoring systems where appropriate.

Restrictive Physical Intervention (Positive Handling)

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted, to prevent a pupil from doing, or continuing to:

- a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
- c. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Our policy for RPI is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time' meaning the force used must always be the minimum necessary and in proportion to the consequences that it is intended to prevent. Most staff on roll have attended Restrictive Physical Intervention training (team Teach) and are therefore equipped to deal appropriately with a situation where a child may present a danger to themselves, others or property.

It is the responsibility of each member of staff to make an assessment of the particular circumstances, know the contents of this policy and decide if they are capable of managing the situation alone and if physical intervention is required. Where possible, more than one member of staff should be involved. RPI will always be carried out with the child's safety and dignity in mind. Any particular Special Educational Need and/or disability that a pupil might have will be properly taken into account under the Equalities Act 2010, before any member of staff exercises the power to use force.

Where there has been RPI, a record must be made on the REACT form (kept in the Headteacher's office) and parents must be informed as soon as practical after the incident.

This policy covers those situations where incidents are foreseeable and school has planned interventions which are agreed and supported by parents/carers and are monitored through EHCPs or individual Support Plans. It does not cover emergency situations which cannot reasonably be planned for in advance.

Suspension and Permanent Exclusion

At Tanworth-in-Arden C of E Primary School and Nursery, we are committed to maintaining a safe, caring and inclusive environment in which all pupils can flourish. We seek to avoid suspension

wherever possible through early intervention, restorative approaches, pastoral support and partnership with families.

However, there may be exceptional circumstances where a suspension or permanent exclusion is necessary to protect the safety, welfare or education of pupils and staff, or in response to a serious breach of the school's behaviour expectations. The school will follow current statutory guidance and ensure that all decisions are lawful, reasonable, fair and proportionate.

Suspension

A suspension may be considered for serious incidents or where there has been a pattern of persistent disruptive behaviour despite appropriate support and intervention.

Only the Headteacher, or in their absence a designated acting Headteacher, has the authority to suspend a pupil.

Where a suspension is issued:

- Parents/carers will be informed as soon as possible.
- The reasons for the suspension will be explained clearly.
- Appropriate work will be provided during the period of suspension.
- Reintegration arrangements will be put in place to support a successful return to school.
- The suspension will be recorded and reported in accordance with statutory requirements.

Following any suspension, a restorative meeting will normally take place to support the pupil in understanding the impact of their behaviour, rebuilding relationships and identifying strategies for future success.

Permanent Exclusion

Permanent exclusion will only be considered as a last resort where:

- There has been a serious breach or persistent breaches of the school's behaviour policy; and/or
- Allowing the pupil to remain in school would seriously harm the education, welfare or safety of others.

The decision to permanently exclude will be made only after careful consideration of all relevant circumstances, including any additional needs, disabilities, safeguarding concerns and reasonable adjustments that may be required under the Equality Act 2010.

Role of Governors

The Governing Body will fulfil its statutory responsibilities in relation to suspensions and permanent exclusions, including reviewing decisions where required by legislation and guidance.

Support Following Suspensions or Exclusions

Where a pupil has been suspended or is at risk of exclusion, the school will work with parents/carers and, where appropriate, external agencies to identify support strategies. This may include:

- Behaviour Action Plans
- Pastoral Support Plans
- SEND support
- Early Help involvement
- External agency advice
- Enhanced monitoring and mentoring

These measures aim to help pupils successfully reintegrate into school and make positive choices in the future

Child on Child Abuse (see Safeguarding policy)

We recognise that children are capable of abusing their peers and that this can manifest itself in many ways, including physical abuse, bullying (including cyberbullying), sexual violence, sexual harassment, harmful sexualised behaviour, abuse within intimate personal relationships and online abuse. Where there are concerns or allegations of child-on-child abuse, the procedures and guidance in the school's Safeguarding and Child Protection Policy will be followed. Such concerns will always be treated as safeguarding concerns and will never be dismissed as 'banter', 'part of growing up' or 'children being children

Where behaviour may indicate a safeguarding concern, staff will follow the procedures set out in the school's Safeguarding and Child Protection Policy and seek advice from the Designated Safeguarding Lead as appropriate.

Bullying Prevention and Response

At Tanworth-in-Arden C of E Primary School and Nursery, we are committed to ensuring that all members of our school community are treated with dignity, respect and kindness. Bullying is not accepted in any form and is taken seriously by the school. Our Christian vision and values encourage all members of the school community to build positive relationships and to care for one another.

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual either physically or emotionally. Bullying may take many forms, including:

- Physical bullying
- Verbal bullying
- Emotional or relational bullying
- Prejudice-based bullying, including racist, faith-based, disability-related, homophobic or transphobic bullying
- Online or cyberbullying
- Bullying related to special educational needs or disabilities

The school recognises that occasional friendship difficulties, disagreements or conflicts between pupils are not necessarily bullying. Incidents will be carefully investigated to establish the nature, context and frequency of the behaviour.

Reporting and Investigating Concerns

Pupils, staff and parents/carers are encouraged to report any concerns about bullying. All reports will be taken seriously and investigated promptly by an appropriate member of staff.

When concerns are raised, staff will:

- Listen carefully to all individuals involved.
- Gather information and establish the facts.
- Record significant incidents as appropriate.
- Inform parents/carers where necessary.
- Implement support for those affected.
- Take appropriate action to prevent further incidents.

The restorative questions and processes outlined within this policy will be used wherever appropriate to help pupils understand the impact of their actions, repair relationships and rebuild trust.

Support and Consequences

Support will be provided both for pupils who have experienced bullying and for pupils displaying bullying behaviours. Where bullying is identified, the school may implement a range of measures, including:

- Restorative meetings and relationship repair work.
- Increased supervision and monitoring.
- Individual behaviour support plans.
- Parent meetings.
- Pastoral or SEND support where appropriate.
- Behaviour sanctions in line with this policy.
- Referral to external agencies where necessary.

Persistent bullying is classified as a **high-level behaviour concern** and will be managed accordingly.

Links to Other Policies

Incidents involving bullying will be managed in conjunction with:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy

- Online Safety Policy
- Relationships and Behaviour Policy

Where bullying behaviour may constitute child-on-child abuse, prejudice-related incidents or a safeguarding concern, procedures within the Safeguarding and Child Protection Policy will be followed

Appendix 1

Behaviour Levels:

Behaviour	Support Offered / Sanctions	Recording
Low - Interrupting or distracting others - Ignoring instructions - Pushing - Not engaged with learning - Deliberately and consistently creating distraction/disruption - Damage through carelessness	Stepped Approach: • Reminder • Sensory circuit break • Verbal Warning • Time Out (calm corner/identified space) • Repair (Restorative conversation) - Incomplete work sent home in envelope - Verbal reminders and modelling positive behaviour - Praise and reinforcement of expected conduct	No formal recording required
Medium - Persistent disruptive behaviour - Deliberate refusal to follow instructions - Deliberate damage - Leaving class without permission - Verbal confrontation - Swearing - Physical fighting - Misuse of technology - Inappropriate messaging	- Stepped Approach (as above) - Action Plan with Parent, Pupil and Teacher - Incomplete work sent home - Discussion with SENDCO - Phone call to parents - Possible use of time out/calm spaces - Sanctions: Incomplete work sent home in envelope	- Staff record on CPOMs - Parents informed - Headteacher informed

-Minor online conflict or cyberbullying concerns	Time owed at break/lunch Removal from extra-curricular events Catch-up tasks or practical reparation	
High - Persistent breaches of 'medium' level behaviours - Persistent or serious bullying (including cyberbullying, prejudice-based bullying or bullying that causes significant emotional harm). - Prejudice-related abuse or discrimination, including racist, religious, disability-related, homophobic, transphobic or sexist incidents -Sexual harassment -Sexual violence -Harmful sexualised behaviour Behaviour that may indicate exploitation -Behaviour that presents a significant safeguarding concern - Leaving school grounds - Theft - Vandalism - Extreme violence towards staff/adults/children - Acts of extreme danger - Very serious challenge to authority -Serious or repeated cyberbullying -Sharing inappropriate images or content -Online harassment, discrimination or threats -Behaviour online that creates a significant safeguarding risk	- Involvement of Headteacher and SENDCO - Regular meetings with parents - Behaviour Action Plan (BAP) or Pastoral Support Plan (PSP) - External agency support - Sanctions: Suspension may be considered by the Headteacher for serious or persistent breaches of the Behaviour Policy. Permanent exclusion will only be considered in exceptional circumstances and in accordance with statutory guidance. Positive Handling (if safety is at risk, by trained staff only) Work sent home or isolated provision as appropriate	- Recorded on CPOMs - Letter home - Incident forms (e.g. Positive Handling) - Racist incident report if applicable

This policy will be reviewed annually.