



# Behaviour Policy

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At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:

- Integrity** We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour
- Responsibility** We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements
- Inclusion** We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style
- Enjoyment** Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved
- Inspiration** Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full
- Learning** Children and adults will flourish in their learning and through learning discover a future that is worth pursuing
- Leadership** REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual

To enable the best learning opportunities for our learners, ensuring full enjoyment and inspiration in all we do, all in our school show leadership and take full responsibility for our approach to encourage and nurture the best learner attitudes for all children to achieve of their best. All adults believe in keeping full integrity to our core values and ensure that inclusion of all learners is at the heart of how we treat each individual.

## Introduction

At the Palmer Academy we want to create life-long learners who demonstrate behaviours which allow them to meet their full potential. We want them to strive for excellence, be curious about their learning and make kind, respectful decisions which will allow them to one day be great citizens of a community. Whilst we want them to achieve academic success we also want the pupils we teach to demonstrate kindness, loyalty and a passion for the world to have equality and fairness. We recognise that as our children learn to add, subtract and write complex sentences, they also need to be taught how to manage their behaviour, deal with difficult situations and reflect on their actions. We are committed to ensure that to do this, we have positive relationships with our pupils to ensure we can support them in all areas of learning including behaviour.

Everyone at The Palmer Academy has a role to play in ensuring that our children act safely, respectfully and are always ready to learn. We realise to make this happen we have clear, consistent procedures in each classroom and areas of the school when it comes to managing behaviour. We also believe that managing behaviour is part of the planning process and ensuring that lessons are engaging whilst challenging and supporting children's learning needs is the first step to gaining pro-social behaviours from all children .

We want our children to be intrinsically motivated to want to achieve and make the right choices. We want them to make the 'right choice' because it's the right thing to do and not just because they will receive a reward. We want our children to use behaviour choices as learning opportunities and believe in protective and educational consequences to support the future decisions the children make with their behaviour.

Also, as a school community we will ensure that all forms of bullying and discrimination will be challenged, and consequences will involve being educated for the future.

All staff, pupils, parents, carers, governors, and volunteers will be aware of the policy and be involved in its implementation.

## Definitions surrounding behaviour used at The Palmer Academy

Terminology	Definition
Prosocial behaviours	<ul style="list-style-type: none"> <li>• Behaviour which is positive, helpful, and intended to promote social acceptance</li> <li>• Behaviour characterised by a concern for the rights, feelings and welfare of others</li> <li>• Behaviour which benefits other people or society</li> </ul>
Antisocial behaviour	<ul style="list-style-type: none"> <li>• Behaviour that causes harm to an individual, the community or to the environment</li> <li>• Behaviour that is likely to cause injury, harassment, alarm or distress</li> <li>• Behaviour that violates the rights of others</li> </ul>
Unsocial Behaviour	<ul style="list-style-type: none"> <li>• Not seeking to associate with others but not to the detriment of self or others.</li> <li>• Not choosing to behave sociably in the company of others, but not to the detriment of self or others</li> <li>• Not doing as instructed or dictated, but not to the detriment of self or others</li> </ul>
Protective consequence	<ul style="list-style-type: none"> <li>• Removal of a freedom to manage harm</li> </ul>
Educational Consequence	<ul style="list-style-type: none"> <li>• The learning, rehearsing or teaching so the freedom can be returned</li> </ul>

## Pro Social behaviours

There are three school rules that are displayed in every classroom and around our school which the pupils should know and follow:

### Ready | Respectful | Safe

Some examples include:

Ready	Respectful	Safe
Be on time	We take collective responsibility for the school	Be in the right place at the right time
Wear the correct uniform	Listen to others and expect to be listened to	Tell an adult if you have a problem
Have the right equipment and kit	Use kind words, language and tone	Move around school calmly
Looking and listening	Look after the building, displays and equipment	Use equipment correctly
Stop when you hear the bell or whistle	Say 'please' & 'thank you'.	Pick up pencils and things on the floor that shouldn't be there
Leave personal belongings at home	Hold doors open for others	Tuck chairs in
Mobile phones are left with the office	Greet adults and each other	Stay in the right area
	Put litter in the bin	We are supervised as a group
	Keep a tidy classroom and environment	We stay outside at break and lunch (or in classroom for wet play)

Each classroom will have a recognition board and be promoting a behaviour characteristic that they want to see improve in their classroom e.g. being ready, being caring, being curious etc. If the children demonstrate this behaviour they will see their name on the recognition board.

## Palmer Powers

Palmer has six core value which underpin all aspects of academy life:

1. Resilience
2. Independence
3. Focus
4. Responsible
5. Collaborative
6. Enquiring

Each half-term, we focus on one of these values. Through assemblies and the curriculum, we learn about these values, how to show them and why they are useful.

When a child demonstrates a behaviour representing one of our core values they will be awarded a Palmer Power which represents that colour of behaviour. Each behaviour is also represented by a character and these are promoted in each classroom.

<b>Palmer Power</b>	<b>Colour</b>	<b>Character</b>
Resilience	Green	Resilient Ria
Independence	Purple	Independent Idris
Focus	Orange	Focused Fabio
Collaborative	Blue	Collaborative Chris and Christina
Enquiring	Yellow	Enquiring Emmanuel
Responsible	Pink	Responsible Rebecca

## Behaviour Around the School

- Classes should always enter the academy calmly and quietly.
- Classes or individuals should walk quietly and calmly around the corridors with their hands behind their backs. They should always be accompanied by an adult.
- Children should respect all areas of the school and will look to show respect by picking up a piece of litter or returning a book to it's rightful place.
- Children will hold doors open for others and say please and thank you when doors are held open for them.

## Behaviour in the Classroom

- Children should sit quietly on entering their classroom on their carpet or chairs, so they are ready to start their learning.
- A learning activity or instruction will be presented to the children immediately through the use of an arrival slide. So the children can access their learning quickly.
- When a session is finished, children must clear up and return resources to their correct places.
- Children should be taught and trained to look after the individual resources which are provided for them.
- Classroom tidiness and respect for people looking after our school is promoted in each classroom.
- It is to the teacher's responsibility to organise suitable rotas/monitors for each classrooms.
- Teachers will encourage children to go to the toilet at break or lunchtimes.
- Consequences should involve both educational and protective elements.

## Behaviour and Conduct at Breaktimes or Lunchtimes (Outside/Wet Break)

- Children to be respectful to all staff and pupil monitors on duty.
- Children to be encouraged and supported to play collaboratively.
- Interesting equipment and activities will be provided for the children so they can be engaged in play but taught how to use them respectfully.
- Children to be encouraged to respect the academy grounds by not dropping litter and caring for the environment.
- Children must ask permission to enter the building.
- At the end of playtimes and lunchtimes, children must line up quietly and calmly ready to go back into their classrooms.
- Any physical or verbal abuse will be given clear protective and education consequences.

## Behaviour and Conduct at Lunchtimes (Dining Hall)

- Children must show good table manners when eating and are encouraged to say please and thank you to staff.
- Children are reminded that, when eating lunch, they must use their 'indoor' voice.
- Sanctions provided should be consistent with our educational and protective consequences.

## Rewards for good playground behaviour

- Praise from the teacher or adults on duty and the class teacher informed.
- House points awarded for demonstrating a desired school value or for helping others.
- Recognition Board on the playground for children to be recognised when showing the desirable behaviours.
- Use of Palmer Power stickers to promote the positive behaviours.

## Assembly Behaviour

Throughout the assembly, all class teachers and support staff should actively promote a quiet, calm, reflective and respectful ethos.

- Children should enter the hall quietly and listen to the music that is playing and sit in their designated areas, in straight lines.
- At the end of the assembly, classes will leave the hall quietly, with their teacher.
- Classes should be arranged so that it prevents any possible disruption occurring between pupils.
- At the end of the assembly, classes will leave the hall quietly, with their teacher.
- Children should put up their hand if there is a genuine problem.
- If members of staff need to reprimand pupils whilst in the hall, this should be done with as little disruption as possible.
- Children will take off any outdoor clothing before the assembly starts
- Each class will have a snack and water bottle box, so no child is holding anything in assembly.
- It is the teacher's responsibility to support, promote and encourage the positive behaviour of their class in assembly.

## Promoting Pro-Social Behaviour

Our emphasis should constantly be on the reinforcement of positive behaviours. We teach children the behaviours required to be a successful and effective learner.

At The Palmer Academy we focus on encouraging positive learner attitudes and, although recognised, aim for these to be intrinsically motivated.

Positive rewards and praise	
➤	Every class has a recognition board which is used in every session
➤	We have a recognition board in the hall and on the playground
➤	Non-verbal cues (thumbs up, smile etc)
➤	Verbally thanks and recognise learners
➤	Write a recognition note to the learner
➤	Write a postcard home
➤	Call home to pass on the recognition and praise
➤	Recognition assemblies
➤	Hot Chocolate/ smoothie/ ice lolly Friday
➤	Exceptional learning may be recognised with House Points (up to 200 at a time)
➤	Attendance certificates – for individuals each term
➤	Attendance trophy - for the class each week with the best attendance and/or most improved.
➤	Attendance raffle- prize for randomly

selected child from the weekly 100% attenders.

- Star of the week

## Promoting positive behaviour in the classroom

Teachers may use a variety of whole-class and individual reward systems to encourage expected behaviour on a daily and weekly basis. For example:

- Star of the Day
- Sent to other adults in the academy for praise, e.g. Headteacher, other teachers, classes
- Copy work to send home
- Table points
- Celebration assembly – certificate for progress made in learning
- Contacting parents with positive comments (face-to-face, phone, letter etc.)
- Sharing and discussing work with children.

Classes agree their individual class charter at the start of the academic year. The charter should be phrased positively. For example, 'We listen to others', instead of 'Don't talk when someone else is talking'. Each class should have no more than five rules on their charter. This will be called the 'class charter'. The first term of the PSHE unit 'Being me in my world' builds up to the creation of a class charter with a set of rules.

## House System

Children are grouped into four House Teams. Every child is given one of these four Houses to support. Each child is placed in a House on entry to school in Reception and remains a member of this team throughout their time at the school. Siblings are placed in the same House team.

Houses are named after significant scientists.

- Johnson- named after Katherine Johnson a mathematician who helped the first space craft
- Hawking – named after Stephen Hawking who was famous for his theory on black holes.
- Anning – named after Mary Anning who found the skeleton of the dinosaur plesiosaurus
- Turing – named after Alan Turing who broke the German enigma code in WW2.

House Captains will be elected from Year 6 children and they will provide positive leadership to the children in their House and the various competitions and events that may take place throughout the year (e.g. Sports Day).

## Hot Chocolate Friday

We recognise that, in each class, there are often children who consistently demonstrate exemplary standards of behaviour but might go unnoticed. These are the pupils who are consistently respectful, ready and safe. To ensure we recognise these children, each week a child from each class will be selected to have hot chocolate with either the Headteacher or Deputy Headteacher.

## Palmer's Proactive Interventions

We use many 'proactive interventions' to help learners manage themselves and to support learners acquire amazing attitudes to learning. These include, but are not limited to:

- Mindfulness and calming activities at key transitions
- Time taken to plan engaging, exciting lessons which capture pupils' interest.



- Ensure children are scaffolded and challenged in their learning.
- Marking in the moment
- Teacher's presence in the classroom  
Greeting pupils
- 2 acceptable choices
- Alternative spaces at break and lunch to model positive play
- Allocated 'safe spaces' for specific learners
- Play leaders
- Sport
- Play activities
- Emotional Literacy Support for some learners
- Calm boxes
- Targeted self-esteem and leadership programmes in partnership with Ufton Court.
- Sensory circuits and regulation interventions
- Art and play therapy
- Relax Kids
- Extra-curricular clubs
- Out of Hours provision

## Our Consistencies & Routines

- ✓ **Consistent language; consistent response:** We refer to 'Ready, Respectful, Safe'. We use phrases like:  
 "I have noticed that...I need you to...I remember when...That's what I want to see now. Thank you."  
 "So that you can keep yourself safe, I need you to choose to..."  
 "Thank you for being respectful and stopping and listening to me, now..."  
 "Well done ... for being ready for learning. I can now see that... are ready."  
 "I'm asking you to...and I know that you will..."
- **De-escalation script** -Child's name- I can see something has happened- I am here to help- Talk and I will listen- Come with me and.....
- ✓ **Consistent follow up:** We follow our steps. We never pass problems on, teachers take responsibility for interventions, seeking support but never delegating.
- ✓ **Consistent positive reinforcement**
- ✓ **Consistent, simple routines and expectations around school:**
  - Learners are greeted individually at the door;
  - Learners move around the school calmly and quietly;
  - Learners walk on the left hand side with their hands behind their backs;
  - Learners in large groups are supervised by staff;
  - Learners wear the correct school uniform which is reinforced by all staff;
  - Learners line up at the start of the day and at the end of break and lunch (following the 3 bell routine).
- ✓ **Consistent respect from the adults:** Even in the face of disrespectful learners!
- ✓ **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- ✓ **Consistent environment:** creative and well-presented displays celebrate high quality work and provide learning supports. All learning spaces, offices and staff areas are tidy and well presented. The school reflects the children, even when they're not in it.

## Anti Social and Unsocial Behaviours

**Prior to moving onto the consequences staff recognise positive and correct learner attitudes in other learners, praising learners for showing the expectations of 'Palmer's Positive Learners'. We also ensure that pupil's learning needs are met through challenge, support and scaffolds.**

Every member of staff has responsibility at each part in the school's steps, to ensure the maintaining and developing of positive and respectful relationships. This also demonstrates a consistent approach by all adults to learners. At all times the focus is ensuring that learning takes place for all learners.

At all points staff should consider any underlying issues and strategies to prevent (proactive interventions).

Teachers have the right to teach and children have the right to learn. Disruptive behaviour stops teachers from teaching and stops pupils from learning. For this reason, we have clear processes in place to deal with these behaviours quickly and effectively. We also ensure that if anti social and unsocial behaviours happen that children learn from these experiences and events and they are used as teaching tools.

Anti social and unsocial behaviours are supported through the use of protective consequences e.g. missing a lunchtime, working in a different area of the classroom and an educational consequence. An educational consequence involves teaching and children learning from their behaviour through reflection and research.

If behaviour exhibited is more severe and repetitive, analysis and evaluation of behaviour will take place using therapeutic thinking and trauma informed practice. This work will result in children being supported by pastoral plans and IEPs including social, emotional and mental health targets.

A child whose behaviours requires a protective or educational consequence may (if deemed age or stage of learning appropriate) complete a reflection sheet as part of their educational consequence to support their understanding of their feelings and how they can improve their responses and actions next time.

Any behaviour requiring an educational or protective consequence to be recorded on CPOMS using the CPOMS guidance found later on in this policy. This is to support analysis of behaviour patterns, trigger points and inform any safeguarding concerns.

## Behaviour Protective and Educational Consequences

It is vital that when a anti social or unsocial behaviour takes place that protective and education consequences both take place. One without the other will not have the desired impact on improving future outcomes.

### Warning System within classroom

Low level behaviour	Protective Consequence	Educational Consequence
<b>1<sup>st</sup> incident</b> Examples - Calling out, not focusing, chatting whilst adult is talking, out of seat without permission	Verbal reminder Non verbal cue or signal to remind children e.g. fingers to lips or point to the chair they need to sit on.	<b>Whole class reminder of classroom rules and routines.</b>
<b>2<sup>nd</sup> incident</b>	Verbal reminder and tell child this is a warning. This should be done in private and not in front of whole class/group. This could also be recorded somewhere privately too.	<b>Individual child reminder of classroom rules and routines.</b>
<b>3<sup>rd</sup> incident</b>	Verbal reminder and tell child this is a final warning. This should be done in private and not in front of whole class/group. This could also be recorded somewhere privately too.  <b>A time out within classroom or in paired classroom.</b>	Conversation with adults about classroom behaviour.  Go over the classroom charter.  Come up with a list of positive/pro social classroom behaviours.

Example Behaviour	Protective Consequences	Educational Consequences
<b>Low-level disruption</b> Calling out, arguing with peers, talking/being noisy at inappropriate times, not following instructions, not focusing on learning, etc.	A verbal reminder is given to the child and the class rule or expectation is re-stated.  Moved to a different part of the classroom so a discussion with an adult can take place.	Conversation with adults about classroom behaviour.  Go over the classroom charter.  Come up with a list of positive/pro social classroom behaviours.

	<p>Re-directed to work and ensure it is challenging and supportive for the child and meet's their learning needs.</p> <p>Time out in a different classroom to support reflection, give a child space and de-escalate a situation</p> <p>Private conversation with child not in front of peers or other staff members.</p> <p>Giving two choices surrounding learning.</p> <p>Assign job/task away from learning to re-direct and de-escalate e.g. delivering a message, tidying up a book area</p>	<p>Researching what learning, grades, skills they will need to achieve their aims and goals in life (age appropriate)</p>
<ul style="list-style-type: none"> <li>• Rudeness</li> <li>• Swearing</li> </ul>	<p>Missing breaktime or lunchtime – a period of free time to discuss their behaviour and also to protect those from around them from the swearing and rudeness.</p> <p>Parents/Carers to be informed to support with the restorative conversations and appropriate language.</p> <p>Recording on CPOMS</p> <p>Private conversation with child not in front of peers or other staff members.</p>	<p>Conversations with adult about their language and why it may be rude.</p> <p>Reflection sheets about what language/what could have been said differently next time.</p> <p>Rehearsal of conversations to understand how things could have been said differently.</p> <p>Activity based around appropriate things to say and what to think and keep inside. Variety of think it/not say it resources in Education consequences folder.</p> <p>Letters of apology to the person they may have offended.</p> <p>List compliments and positive language we could use instead.</p> <p>Researching how these actions would be seen in law (age appropriate)</p> <p>Mindfulness support and anger management techniques to support in difficult situations.</p> <p><b>Ongoing educational consequences may take place rather than it being a one off session.</b></p>
<ul style="list-style-type: none"> <li>• Deliberately not completing work (or completing it to an unacceptable standard).</li> <li>• Persistent refusal to complete work</li> </ul>	<p>Missing breaktime or lunchtime to complete learning. Working in their free time.</p> <p>Ensure the work is challenging or offers scaffold and support.</p> <p>Parents/Carers to be informed to support with helping students to</p>	<p>Conversations about time management and expectations for learning and quality of work.</p> <p>Researching what learning, grades, skills they will need to achieve their aims and goals in life (age appropriate)</p>

	<p>understand expectation for quality of work.</p> <p>Private conversation with child not in front of peers or other staff members.</p> <p>Giving two choices surrounding learning.</p> <p>Assign job/task away from learning to re-direct and de-escalate e.g. delivering a message, tidying up a book area</p>	
<p>• Intentional damage to school property or others' belongings</p>	<p>Missing break or lunchtime to prevent more damage happening and increased supervision by adults.</p> <p>Removal of independence in unsupervised areas e.g. going to cloakroom – increased supervision.</p> <p>Working away from lessons in a different area from where damage took place.</p> <p>Parents/carers to be informed to support in restorative conversations.</p> <p>Recording on CPOMS</p> <p>Follow script</p> <ul style="list-style-type: none"> <li>• Child's name- I can see something has happened- I am here to help- Talk and I will listen- Come with me and.....</li> </ul>	<p>Physically fixing the damage</p> <p>Apology letter</p> <p>Supporting researching the cost of fixing the damage</p> <p>Speaking to site manager about their actions</p> <p>Reflection sheets/ conversations about how to improve the situation next time.</p> <p>Researching how these actions would be seen in law (age appropriate)</p> <p>Mindfulness support and anger management techniques to support in difficult situations.</p>
<p>• Physical aggression towards other children or adults (e.g. spitting, hitting, kicking, throwing objects, etc.)</p> <p>Peer on peer abuse</p>	<p>Missing break or lunchtime to prevent incidents happening and increased supervision by adults.</p> <p>Removal of independence in unsupervised areas e.g. going to cloakroom – increased supervision.</p> <p>Working away from lessons in a different area from where incident took place to give everyone involved space.</p> <p>Parents/carers to be informed to support in restorative conversations.</p>	<p>Apology letter</p> <p>Making a list of positive compliments to give to the person they have hurt.</p> <p>Researching how these actions would be seen in law (age appropriate)</p> <p>Reflection sheets/ conversations about how to improve the situation next time.</p> <p>Drama/role play activities to work out how situations can be managed.</p> <p>Mindfulness support and anger management techniques to support in difficult situations.</p>

	<p>Support from SLT in dealing with the incident if required.</p> <p>Recording on CPOMS</p> <p>In some cases a fixed term exclusion may take place for protection of staff and children’s safety.</p> <p>Follow script</p> <ul style="list-style-type: none"> <li>Child’s name- I can see something has happened- I am here to help- Talk and I will listen- Come with me and.....</li> </ul>	<p><b>Ongoing education consequences may take place rather than it being a one off session for repeated acts of physical aggression.</b></p>
<ul style="list-style-type: none"> <li>Instances of bullying Repeated, intentional incidents involving the same child.</li> </ul> <p>Peer on peer abuse</p>	<p>Missing break or lunchtime to prevent incidents happening and increased supervision by adults.</p> <p>Removal of independence in unsupervised areas e.g. going to cloakroom – increased supervision.</p> <p>Working away from lessons in a different area from where incident took place to give everyone involved space.</p> <p>Parents/carers to be informed to support in restorative conversations.</p> <p>Support from SLT in dealing with the incident if required.</p> <p>Recording on bullying log for academic year so a tracking of incidents and individuals involved can take place.</p> <p>Recording on CPOMS</p> <p>In some cases a fixed term exclusion may take place for protection of staff and children’s safety.</p> <p>Follow script</p> <ul style="list-style-type: none"> <li>Child’s name- I can see something has happened- I am here to help- Talk and I will listen- Come with me and.....</li> </ul>	<p>Apology letter</p> <p>Making a list of positive compliments to give to the person they have hurt.</p> <p>Researching how these actions would be seen in law (age appropriate)</p> <p>Reflection sheets/ conversations about how to improve the situation next time.</p> <p>Drama/role play activities to work out how situations can be managed.</p> <p>Mindfulness support and anger management techniques to support in difficult situations.</p> <p>Research around the definition of bullying, examples of bullying and behaviours bullies show.</p> <p>Friendship groups exploring skills to build friendships and positive relationships.</p> <p>ELSA sessions</p> <p>Restorative conversations between all individuals involved to resolve the situation.</p> <p><b>Ongoing education consequences may take place rather than it being a one off session.</b></p>
<ul style="list-style-type: none"> <li>Incidents of racism, homophobia or other discriminatory behaviour and language.</li> </ul> <p>Peer on peer abuse</p>	<p>Missing break or lunchtime to prevent incidents happening and increased supervision by adults.</p>	<p>Apology letter</p> <p>Making a list of positive compliments to give to the person they have hurt.</p>

	<p>Removal of independence in unsupervised areas e.g. going to cloakroom – increased supervision.</p> <p>Working away from lessons in a different area from where incident took place to give everyone involved space.</p> <p>Parents/carers to be informed to support in restorative conversations.</p> <p>Support from SLT in dealing with the incident if required.</p> <p>Recording on prejudice behaviour tracker for academic year so a tracking of incidents and individuals involved can take place and trends to be explored.</p> <p>Recording on CPOMS</p> <p>In some cases a fixed term exclusion may take place for protection of staff and children’s safety.</p> <p>Follow script</p> <ul style="list-style-type: none"> <li>• Child’s name- I can see something has happened- I am here to help- Talk and I will listen- Come with me and.....</li> </ul>	<p>Researching how these actions would be seen in law (age appropriate)</p> <p>Reflection sheets/ conversations about how to improve the situation next time.</p> <p>Drama/role play activities to work out how situations can be managed.</p> <p>Mindfulness support and anger management techniques to support in difficult situations.</p> <p>Research around the definition of racism, homophobia, sexism and other discriminatory behaviour.</p> <p>Research of individuals that have campaigned for equality.</p> <p>Friendship groups exploring skills to build friendships and positive relationships.</p> <p>Restorative conversations between all individuals involved to resolve the situation.</p> <p>ELSA sessions</p> <p><b>Ongoing education consequences may take place rather than it being a one off session.</b></p>
<p>• Sexual language and behaviour Peer on peer abuse</p>	<p>Missing break or lunchtime to prevent incidents happening and increased supervision by adults.</p> <p>Removal of independence in unsupervised areas e.g. going to cloakroom – increased supervision.</p> <p>Working away from lessons in a different area from where incident took place to give everyone involved space.</p> <p>Parents/carers to be informed to support in restorative conversations.</p> <p>Support from SLT in dealing with the incident if required.</p> <p>Recording on CPOMS</p>	<p>Apology letter</p> <p>Making a list of positive compliments to give to the person they have hurt.</p> <p>Researching how these actions would be seen in law (age appropriate)</p> <p>Reflection sheets/ conversations about how to improve the situation next time.</p> <p>Drama/role play activities to work out how situations can be managed.</p> <p>Mindfulness support and anger management techniques to support in difficult situations.</p> <p>Research and PSHE resources around correct language, actions and behaviour.</p> <p>Research of individuals that have campaigned for equality.</p>

	<p>In some cases a fixed term exclusion may take place for protection of staff and children’s safety.</p> <p>Follow script</p> <ul style="list-style-type: none"> <li>• Child’s name- I can see something has happened- I am here to help- Talk and I will listen- Come with me and.....</li> </ul>	<p>Friendship groups exploring skills to build friendships and positive relationships.</p> <p>Restorative conversations between all individuals involved to resolve the situation.</p> <p>ELSA sessions</p> <p><b>Ongoing education consequences may take place rather than it being a one off session.</b></p>
<ul style="list-style-type: none"> <li>• Bringing into school a banned or illegal item.</li> </ul>	<p>Missing break or lunchtime to prevent incidents happening and increased supervision by adults.</p> <p>Removal of independence in unsupervised areas e.g. going to cloakroom – increased supervision, searching of bags, bag to be put in a safe place.</p> <p>Working away from lessons in a different area from where incident took place to give everyone involved space.</p> <p>Parents/carers to be informed to support in restorative conversations.</p> <p>Support from SLT in dealing with the incident if required.</p> <p>Recording on CPOMS</p> <p>In some cases a fixed term exclusion or even permanent exclusion may take place for protection of staff and children’s safety.</p> <p>Follow script</p> <ul style="list-style-type: none"> <li>• Child’s name- I can see something has happened- I am here to help- Talk and I will listen- Come with me and.....</li> </ul>	<p>Researching how these actions would be seen in law (age appropriate)</p> <p>Mindfulness support and anger management techniques to support in difficult situations.</p> <p>Research and PSHE resources around correct actions and behaviour.</p> <p>Restorative conversations between all individuals involved to resolve the situation.</p> <p><b>Ongoing education consequences may take place rather than it being a one off session.</b></p>
<ul style="list-style-type: none"> <li>• It is important to note at vulnerable pupil meetings all behaviour incidents and information will be shared alongside other safeguarding updates. Any child featuring in many behaviour incidents will be discussed in safeguarding meetings. The AHT for behaviour is also a designated safeguarding lead who will be able to provide context around any behaviour incidents.</li> <li>• In the behaviour channel there is a folder named educational consequences where you can find a variety of resources to support the different types of activities you may do as part of an educational consequence.</li> </ul>		



## Expectations for time-outs within the classroom

- The pupil should be separated from their peers or sent to a space where it deescalates a situation.
- Support child using strategies to support pupil in calming down and getting to a point where they can access educational consequences.
- All conversations surrounding the timeout should take place quietly and privately and not whilst the whole class or other staff members are listening or watching.
- The teacher may designate a different spot if they feel this is more appropriate but should avoid using the Reading Corner.
- All time outs should be followed up with an educational consequence from above.

## Expectations for time-outs out of class in a different room.

- Pupils should be sent to a different classroom for up to 15 minutes. They should go with a timer so they know how long they are gone for.
- The teacher of the other class should not stop teaching their own class to discuss why they have been sent out.
- Pupils should have learning to complete.
- Responses should be discussed with the child during the subsequent break/lunch time. During this time, pupils will be encouraged to reflect on their actions, understand how they should have behaved and how to make positive changes to their behaviour. Any work missed should be made up in this time, as needed. See above for educational consequences.
- Typically, the pupil will be sent to the other class in the same year group. However, if that is not possible (or appropriate), the member of staff can select another class for the pupil to be sent to.
- The amount of time out of class (and reflection time during break/lunch) should be age appropriate.
- All time outs should be followed up with an educational consequence from above.
- 

Early Years/ Year 1	Up to 6 minutes
Year 2, 3 and 4	Up to 10 minutes
Year 5 and 6	Up to 15 minutes
A child with SEN needs which mean their development age is lower than their actual age they may require less time.	
A child may need longer time to calm than stated above or a time out as a protective consequence may not be suitable so a different consequence or individual plan may be required.	

## Guidance for staff

When we follow through with educational and protective consequences:

- ✓ We plan for all of our children's behaviour needs in the classroom through learning which challenges, engages and supports.
- ✓ We invest time. We are quiet and discrete when redirecting, reminding or cautioning. The strongest messages are given privately where possible.
- ✓ We are calm, don't raise our voices and give 'take up time' and 'acceptable choices' when going much as possible we are proactive, prevent, support and redirect.
- ✓ Follow script
- ✓ Child's name- I can see something has happened- I am here to help- Talk and I will listen- Come with me and.....

- ✓ Discussions with other professionals and staff members about behaviour are in private and not in front of learners.
- ✓ Once the follow up has taken place we move on.
- ✓ Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- ✓ Staff should as much as possible deliver the protective and educational consequences if they are the ones who dealt with an incident.
- ✓ We always remember that consequences are to help learners learn, be taught and to improve in the future.
- ✓ We recognise signals in our own behaviour and adjust or remove ourselves if required.

## CPOMS Guidance

We use CPOMS to record all behaviour incidents which take place at The Palmer Academy.

**-Only incidents involving behaviours where it is stated to be recorded on CPOMS.**

**-Incidents to be recorded at the end of the day or when the incident has been followed up correctly with a consequence and communication with families. If the incident happened at the end of the day, the actions that will take place the day can be added.**

**- CPOMS is not to be used as an alert system, any behaviours requiring other adults or SLT input should be communicated in person and where possible not in front of the child displaying the behaviours.**

**-Incidents which do not require support from SLT, must also be recorded once the consequence has been given.**

**-It must be done outside of contact time as it is not as urgent or sensitive as a safeguarding concern.**

**-The incident must be written up by the staff who dealt with or witnessed the incident. In most incidents ideally, the same staff member will have delivered the protective and educational consequence so these to be included. Further actions can be added on later.**

**- At present alert safeguarding team, SLT and class teachers/any adults involved in the incident.**

**There are two categories to choose from when logging a behaviour incident**

- Behaviour category: all behaviour incidents relating to an individual (e.g. low level disruption, refusal to follow instructions etc.
- Behaviour – Peer on Peer category: all peer-on-peer incidents and prejudicial language this includes towards adults.

**Multiple tagging:** avoid multiple tagging of categories, e.g. only tag 'cause for concern' as a safeguarding category where there is a legitimate safeguarding concern.

**Structure:**

Child/children's name(s) who are displaying the behaviour:

Child/Children effected by the incident :

Summary:

Protective Consequence:

Educational Consequence:

Actions:

**Additional notes:**

*Child/Children names who are displaying the behaviour : list all the name and link into the log.*

*Child/children effected by the incident: list all the perpetrators and link into the log.*

*Summary: summarise the incident using formal English. There can be no opinion and needs to be factual. Remember at any time the records could be asked to be seen by a parent or carer. It must state facts and not use ambiguous language e.g. instead of 'he kicked off' 'He kicked the table leg twice and shouted loudly 'go away'.*

*Consequence: record the educational or protective consequence implemented, including restorative conversations and behaviour reflection sheets.*

*Actions: summarise actions already taken.*

**Actions:**

Outcome of actions must be recorded underneath the incident, e.g. note any records of conversations or additional actions which require resolving.

**Musts:**

- Record the resolutions of the incident including both educational and protective consequences and communication with families.
- Pupils linked to the incident must be tagged in.
- Names must be spelt as written in CPOMS (e.g. if a child's name is spelt Fredrick, it must not be shortened to Fred). This is so it can be auto blanked when sharing records.
- The report must be written in formal English, with capital letters and full stops.
- Bullet points can be used by using the hyphen/dash (-) key.

**Monitoring of CPOMS behaviour incidents**

- Each week, pastoral AHT will monitor each week all the incidents involved this week.
- We will be recording these to work out if there are any children who may require extra additional support for their social, emotional, and mental health issues through an IEP.

- Any child showing on the behaviour logs multiple times will be set up on an IEP with targets for SEMH.
- We may set up ABC grids for children who have multiple behaviour incidents so we can gain more detail.
- Any child who has been excluded or is at risk of being excluded, will be set up on a pastoral plan. (A Child who is excluded for a one off/isolated incident may not receive a plan)

Form restored from previous session - [Undo](#)


**Student**

**Incident**

Please note that incidents involving parent conduct should be recorded on Parago, incidents involving pupil behaviour should be recorded on Arbor (possible peer on peer abuse must be recorded on both systems) & SEND issues should be recorded on a pupil's SEND chronology and discussed with the AHT - SEND

**Categories**  Behaviour  Behaviour - Peer Incidents  Cause for Concern  Communication  CP Category  Safeguarding Category

**Linked student(s)**   
Type a student's name to link them to this incident.

**Maps** 

**Date/Time**

**Status**

**Assign to**

**Files**

**Alert Staff Members**   
  
Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

**Agency Involved**

**Add to planner**

## Concerns about an individual's behaviour

### **Step 1 – Week 1 – Unpicking reasons for the behaviour – Class teacher**

- Check provision – does the child need more scaffolding/challenge/ resources. Check IEPs if they have one to ensure all provision/intervention from these are in place.
- Check environment - seating – who are they next to ? How close are they to a staff member/board etc
- Chat to pupil about their behaviours and recap individually the classroom's rules, routines and expectations.
- LSA/teacher record for a week the different behaviours to work out any specific triggers or times that behaviours are taking place e.g. is it always after lunch, in maths lessons etc
- Record behaviours that meet the CPOMS threshold on CPOMS and inform parents/carers of individual incidents under the behaviour category.
- Arrange a meeting with parents to discuss the change in behaviour and the week 2 strategies which are to be put in place or anything uncovered from week 1 that needs adapting. Record meeting with parents and actions to be taken on CPOMS under communication -parent/carer. This meeting may also lead to parents/carers disclosing if behaviour is similar at home or there are any changes in circumstances which could be causing the behaviours. Book a review meeting for 1 weeks time to give step 2 strategies time to embed and see progress. Explain review meeting will involve team leader.

### **Step 2 – Week 2 – Initial individual behaviour strategies- Class Teacher and Team Leader**

- Reward chart with 2 simple targets to work on – stickers, report card style – depending on age of pupil. Reward should only be for a small amount of time e.g. 5 minutes lego at end of the day.
- Expectations for each task, part of a lesson to be given at the start e.g. I want you to listen for 5 minutes and then complete 5 maths questions for me. This can be adapted depending on age and learning needs of pupils.
- Individual consequence system set up e.g. if you leave the classroom you will owe me 5 minutes of break, a dot each time you make an inappropriate comment and 4 dots = missed time off break.
- Timers for children to use e.g. I want you to work independently for 5 minutes, here is a timer.
- Check in system to have a brain break -this should be with a teacher of their choice and their team leader.
- Brain breaks set up for children this could be a physical or emotional – they should only be for a short period of time e.g. if transition into classroom after lunch is difficult have a 5 minute running session with class LSA.
- Individual visual timetable with now and next on so the children feel they have a clear understanding of what is happening next. It should also include any individual brain breaks, check ins or intervention that child has.
- If no progress after the week, team leader to review provision further using checklists and add any next steps. Team leader to record this on CPOMS.
- Attend review meeting with parents and team leader. If positive arrange a meeting for the 2 weeks time to hopefully discuss more positives. If no improvements arrange a meeting for the next week. Record meeting on CPOMS with actions.
- Continue to record all incidents that meet CPOMS threshold and inform parents on a daily basis rather than at the meeting.
- If there are a large number of incidents consider setting up a home school communication book.

### **Step 3 – Week 3 – SENCO/Behaviour AHT involvement.**

-If no improvement in week 3, class teacher to write on CPOMS a referral to KD and JR. Write an outline of all actions taken and the lack of progress.

-JR and/or KD will observe the child, check provision and set up further actions. -They will then attend the next review meeting with team leader, parents/carers and class teacher. -From there CAHMS referrals, SEN assessments, a pastoral plan and team around the pupil meetings will be set up. (This stage may happen quicker if behaviour is at a higher level e.g. suspensions have already taken place.



## Pastoral Behaviour Plan

As mentioned above, where pupils continue to exhibit anti social or unsocial behaviours, they may receive additional support through pastoral behaviour support plan. Pupils requiring these plans will be identified in the following ways:

- They are a high number of incidents recorded on CPOMS and individuals are recognised in weekly behaviour logs.
- Discussion with the class teacher (or other appropriate member of staff)
- Discussions with parents/guardians

For a child to be set up on a pastoral behaviour plan they must have been recognised as having a special educational needs relating to Social, emotional and mental health needs. They will have been set up with an IEP where the targets on the pastoral plan are also part of their IEP provision.

After a pupil is identified, time will be taken to evaluate the behaviour incidents are they common trends involving certain lessons, activities, adults or peers. From this a plan will be set up using the key information about the child. There will be an initial meeting held with the pupil, their parents/guardians, a member of SLT (AHT for behaviour) and the class teacher. In this meeting, the previous behaviours exhibited will be outlined to the parents and targets will be set for the pupil. A review date will be set (usually after two weeks of the plan being in place). Th

The plan will also outline the provision surrounding the target and how the child is being supported and educated to be successful at meeting the target. The provision will involve a combination of educational and protective consequences. It will also include strategies for de-escalating and calming a child's behaviour alongside any triggers that may not support their behaviour. It may also involve support from outside agencies such as alternative provision, counselling, art/play therapy. It will also involve a very clear timetable for the child which includes all provision required for them to be successful. The AHT for behaviour will share the plan with all staff so all are aware of the child's needs, targets and provision.

Alongside this, a member of SLT (AHT for behaviour) will meet with the pupil at least once a week to discuss their targets and the progress they are making against these. These meetings will provide the pupil with an additional opportunity to reflect on their behaviours during this period, considering what went well and what could be improved, thus supporting them to make positive behaviour choices.

## Peer on Peer Abuse

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm. Abuse is abuse and should never be tolerated or passed off as 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence (KCSIE). It is important to consider the forms abuse may take and the subsequent actions required.

It is important to note we will log any incidents of peer on peer abuse using CPOMS (additionally to Arbor) which will be responded to via the school's safeguarding processes by the designated safeguarding leads.

We also have a peer on peer abuse risk assessment which identifies any circumstances where potential peer on peer abuse could take place and how we are limiting the risk of it take place.

All staff will be briefed on peer on peer abuse through the use of the DFE's 7 minute briefing. This training will also be saved in a central behaviour folder for all staff to be able to access at all times. We have also had whole school training on peer and peer abuse. We will use the same education and protective consequences stated above in those situations identified as peer on peer abuse.

## Prejudice behaviour and Bullying

### Prejudice Behaviour

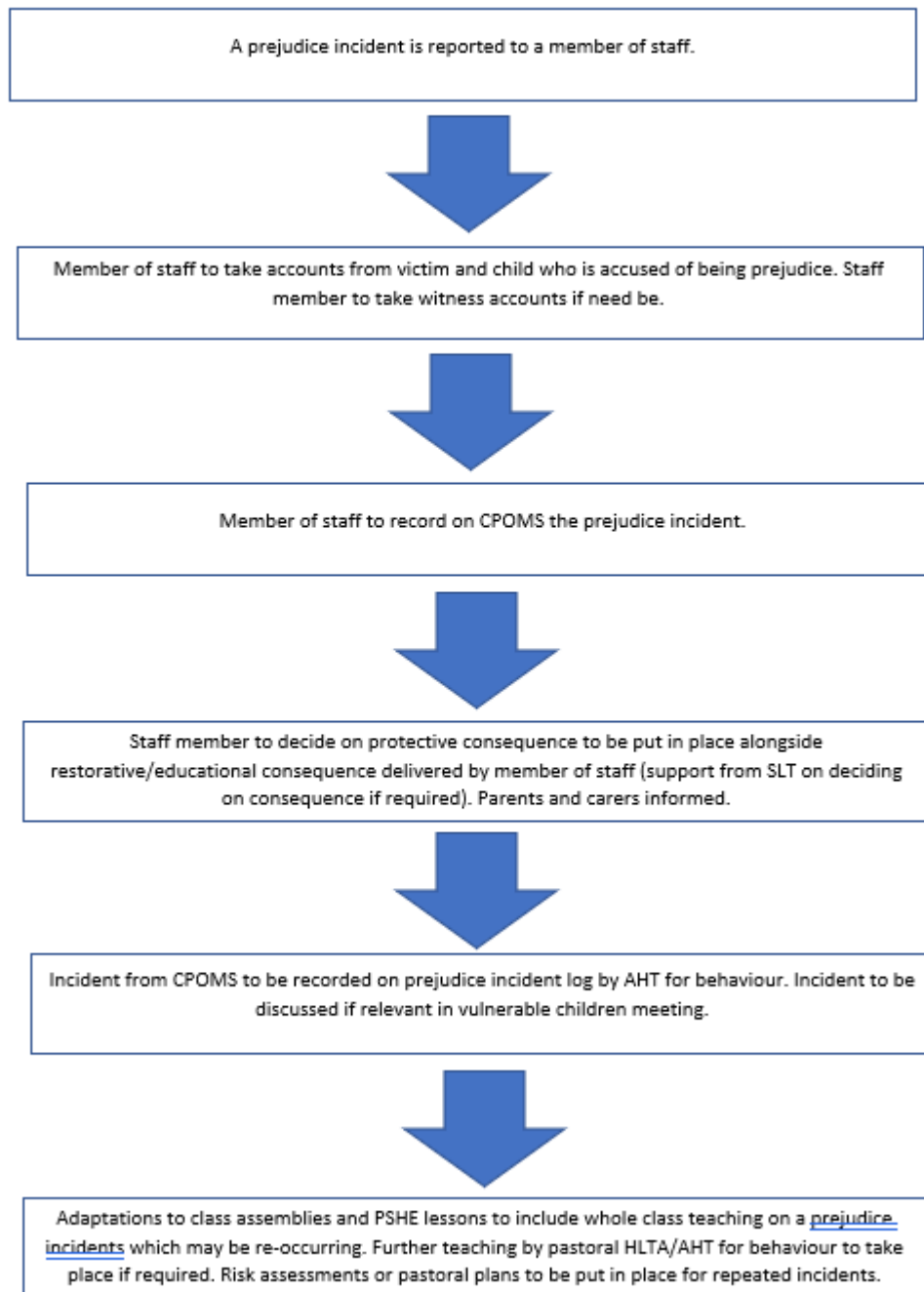
The academy staff actively promotes equality as an academy priority to ensure high expectations of all and non-discriminatory behaviour. We believe that all pupils need to experience a school environment where cultural, linguistic and ethnic differences are valued, and the principles of equal opportunity are actively seen to be at work in the academy's ethos and procedures. Prejudice behaviours can be homophobic, racist, sexist, ableist or anything that does not promote equality or is discriminatory.

Prejudice attitudes or behaviour within our school community will not be tolerated. A child displaying these behaviours will receive educational and protective consequences. If you look in the behaviour grid earlier on this policy, it will show the type of consequences the child will receive. Parents/carers will be informed of all incidents to ensure they are part of the process and aware of their child's views. We also have a prejudice behaviour log where all incidents recorded on CPOMS are recorded separately so that it is clear which individuals are involved and where further education, protective consequences and provision is required.

We also ensure our PSHE curriculum involves the teaching of equality and non discriminatory behaviour. We constantly educate our children around key people that are important in our curriculum and are diverse to teach our children to be aware but to celebrate difference.



Process for dealing with a prejudice incident



## Bullying

Bullying is a behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying may be motivated by actual or perceived differences relating to age, disability, ethnicity, gender, religion and belief, sexual orientation, class, poverty or local issues appropriate to the academy context. Bullying results in pain and distress to the victim. Repeated unkind treatment of one child or group of children by the same child or group of children may be viewed as bullying.

Bullying is not tolerated at The Palmer Academy and a wide range of consequences both educational and protective will be put in place to ensure that bullying is stopped quickly and effectively. We will use the consequences put in place in the grid above. We will ensure all parents and carers are informed of any potential bullying incidents so all children can be supported and educated to ensure the incidents stop. We also have a separate bullying log from CPOMS where incidents which may be bullying are recorded so behaviour can be evaluated to work out if they are consistencies to where, when and who are involved in incidents.

We will also ensure restorative conversations and sessions take place, so the child who has been bullied feels safe and positive about the incidents and understands the protective and educational consequences which their peer has received.

As with prejudice behaviour all children will be taught through our PSHE curriculum about celebrating difference, the definition of bullying and what to do when/if bullying occurs at The Palmer Academy.

## Inclusion and Equity

Every child, including those with additional needs and social, emotional and behavioural needs, has a right to an education and that education should allow them full access to all educational opportunities the school can offer. There are some pupils whose behaviour falls beyond the scope of any policy and who require Pastoral Support Plans which are therapeutically informed.

## Multi-Agency Assessment

A multi-agency assessment will be considered when a pupil's anti social or unsocial behaviour is having an impact on their learning and the learning of others. Before other agencies are involved the students' needs should be brought to the attention of the SLT (Headteacher, Deputy Headteacher and Assistant Headteachers). Parents should be informed of any concerns about their child's behaviour using the normal school systems.

### Step One

Teacher asked to complete:

- Two weeks of intensive monitoring using ABC forms
- Analysis of behaviour trends and patterns (using the Therapeutic analysis tools and trauma based behaviour support)
- Recording of incidents on CPOMS
- Pupil and Parent Behaviour Questionnaires and Surveys

### Step Two

- Range of strategies used to support the child with their behaviour after evaluation of triggers and behaviour incidents through their pastoral support plan.
- Low level additional support possibly put in place
- Individualised timetable considered.

### Step Three

- Involvement of Behaviour Outreach Service, Educational Psychologist and other agencies
- Referral to school nurse considered

## Positive Handling/ Physical Intervention

The power to use reasonable force:

- Staff have the authority to use reasonable force if the behaviour of a child leads them to causing harm to themselves, others or extensive / expensive harm to school property or the property of others. Force should always and only be used in an emergency or when all other avenues have been exhausted.

- The Headteacher MUST be informed immediately if a child has been handled due to the fact that they were causing risk to themselves, others or property. This must also be recorded on CPOMS via the record sheet being scanned and uploaded.
- Parents should always be informed (using the set form) if a child has been moved or held using 'positive handling' and a positive handling plan should be put in place when this is likely to happen on more than one occurrence.
- Positive handling should not be used to force compliance.
- Some children may support, particularly in the Early Years, to leave parents / carers or move from one place to another. This does not constitute 'positive handling'.

Physical intervention should only be used within the strict safety guidelines laid out in The Palmer Academy's Physical Intervention Policy. All staff are required to be familiar with the contents of this policy and to abide by it at all times tolerated, bullying is not tolerated and the school will follow the Anti-Bullying Policy.

## Searches, Banned Items and Confiscation

The Headteacher, Deputy Headteacher and delegated staff members have the right to search learners where they reasonably suspect that "prohibited items" may be in a child's possession. These could be items which are stolen, illegal or dangerous e.g.: drugs, weapons, cigarettes, fireworks or pornographic images.

Confiscation can be used when:

- an item poses a threat to others: for example, a child has bought in an inappropriate toy from home such as a catapult
- an item poses a threat to good order for learning: for example, a pupil continuously plays with a toy, wrist band etc.
- an item is against school uniform rules: for example a hooded top or baseball caps (worn inside the building) instead of for sun protection outside
- an item poses a health or safety threat: for example, a pupil wearing earrings in PE may present a safety threat to themselves or other pupils;
- an item which is counter to the ethos of the school: for example, material which might cause tension between one community and another;
- an item which is illegal for a child to have: for example racist materials
- an item which the school has currently banned (this may occasionally happen with toys).

When an item is confiscated and poses no further threat to the pupil or community it will be returned to the child at the end of the day, week or term depending on the item and child's response. On occasion the school may choose to only hand the item to the child's parents.

Where an item is illegal it may not be returned and instead to the police or appropriate safeguarding body.

## "Working away from lessons" (internal exclusion)

Internal Exclusion refers to a school strategy to remove a learner from the environment in which the behaviour or behaviours occurred. It is not an isolation. Internal exclusions are administered within other learning environments (e.g. another classroom or learning space) with the learner completing work provided by the class teacher. It provides the learner with the space to demonstrate positive behaviours with staff and pupils who are less familiar, therefore breaking any developing habits.

This strategy is used as a protective consequence but must be used alongside an educational consequence which teaches the child how to support and improve their behaviour next time.

## Exclusion – fixed

A fixed term exclusion is where a child is excluded from the school for a fixed period of time.

A fixed term exclusion is also seen as a protective consequence and when a child returns to school they will also be supported through educational consequences outlined in this policy. A child receiving a fixed term exclusion may also require a pastoral plan set up with therapeutic tools and even support from other outside agencies.

## Exclusion - permanent

A child may be at risk of permanent exclusion if there is:

- A serious breach, or persistent breaches of the school behaviour policy
- Where a pupil's behaviour means allowing the pupils to remain in school would be detrimental to the education or welfare of the pupil or others in the school

(DfE Exclusion Guidance January 2015)

The decision to permanently exclude would only be taken after an appropriate investigation had taken place and the child given the opportunity to give his/her version of the events unless the child was in immediate danger.

In all cases, the Deputy Director of Education will have been informed of this potential decision.

Only the Headteacher has the power to permanently exclude. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if further evidence warrants this.

If the Headteacher permanently excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The local governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LEA and consider whether the pupil should be reinstated.

If the appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

The school keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. This data is collected by the Academy Trust and also shared with the Local Authority

## Promoting Good Behaviour Outside of School

DFE Guidance:

Schools must act reasonably both in relation to expectations of pupil behaviour and in relation to any measures determined for regulating behaviour by pupils when off the school site and not under the lawful control or charge of a school staff member. A school could sensibly take account of the following factors:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- related to this, whether the pupil(s) in question were wearing school uniform or were otherwise readily identifiable as members of the school;
- the extent to which the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of the staff);

- whether the misbehaviour in question was on the way to or from school, outside the school gates or otherwise in close proximity to the school;
- whether the misbehaviour was whilst the pupil was on work experience, taking part in a further education course as part of a school programme or participating in a sports event with another school (i.e. when the pupil might be expected to act as an ambassador for the school) which might affect the chance of opportunities being offered to other pupils in the future.

In our school we will apply school-based sanctions to the following behaviours that have taken place outside of school:

- Harassment of a member of staff;
- Vandalism within the vicinity of the school if it happens on the way to / from school;
- Misbehaviour on educational visits or 'ambassador' based visits;
- Incidents between pupils that have been witnessed by a member of staff or an unrelated, reliable third party;
- Bullying (see anti bullying policy for additional guidance) that has been witnessed by a member of staff or an unrelated, reliable third party.

To avoid malicious allegations or being involved in parental conflicts the school will not sanction outside school behaviours brought to us by parents / carers. The school will instead encourage parents / carers to involve partnership teams, housing teams or the police.

The school will not sanction children for 'home behaviours' as we want to create a refuge and consistent space for some children. However, we can help parents draw up behaviour plans and access home / school support and parenting courses.

## Implementation and review of policy

The local governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour and reviewing their effectiveness.

The Headteacher is responsible for ensuring the health, safety and welfare of all children in the school. This includes implementing the school behaviour policy consistently throughout the school. The Headteacher keeps records of all reported serious incidents of misbehaviour and reports to governors on the effectiveness of the behaviour and discipline policy, when requested. The Headteacher completes monitoring reports for the Local Authority and the Trust, on request and as part of their regular data collection process.