



MOSAIC
SCHOOLS LEARNING TRUST

BEHAVIOUR POLICY

VALLEY PRIMARY SCHOOL



Because we...

Care – Learn together - Aim high - Be honest - Look after what we have

We are...

Ready – Kind and Considerate - Safe

All schools in Mosaic Schools Learning Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Staff Responsible:

Head Teacher

Date of Review:

January 2025

Date of Next Review:

January 2026

SUMMARY OF CHANGES

Date	Change
January 2025	New policy

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1. Aims

Valley Primary School is committed to creating an environment where exemplary behaviour is the norm, creating a learning environment that is happy, safe, orderly and productive. Everyone at our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. The school embraces a Restorative Approach as a means of empowering adults to be effective problem solvers and to develop empathetic and responsible pupils. Building positive relationships is at the heart of the school; always separating the deed from the doer and supporting adults and children to make amends if things do go wrong. The Restorative Approach promotes a culture of self-discipline, fairness and community.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining good behaviour and relationships that reflect the values of the school
- Outline the expectations, positive reinforcements and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy takes into account:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions of misbehaviour

The lists below provide the definitions and examples of different levels of behaviour which are considered to be misbehaviour. Whilst these have been drawn up to cover most examples of different behaviours, they are **not exhaustive**, and any misbehaviour which differs from these examples will be considered in its own right and categorised appropriately.

Misbehaviour is defined as:

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

Examples of some **misbehaviours** are:

- Off-task behaviour such as chatting
- Calling / shouting out in classrooms or around the school
- Unfinished or unacceptable work due to time wasting
- Not looking after resources, equipment or furniture carefully
- Not sharing or co-operating
- Not keeping to the rules of a playground game
- Thoughtless “rough” play
- Low level physical harm, such as pushing, including in retaliation
- Interrupting the teacher / teaching
- Disruptive actions such as note-passing or actively seeking the attention of peers
- Running in the classroom / corridor /through the school
- Name calling, use of inappropriate language towards others, unkind actions, including ‘roasting’
- Non-compliance / not listening to adults’ fair and reasonable instructions
- ‘Answering back’ / impolite responses to adults
- Any comment that discriminates or demeans a protected characteristic
- Not adhering to the school uniform policy
- Coming into the school building without a good reason during playtime or lunchtime

Serious misbehaviour is defined as:

- Repeated breaches of the school rules and the above examples
- Any form of bullying
- Verbal aggression/threatening behaviour towards an adult or another pupil
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Misogynistic comments or actions
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting or other purposeful acts of physical harm that cause injury to another pupil or adult
- Dangerous actions such as throwing items, climbing fences, absconding
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Tobacco and cigarette papers, vapes or vaping/smoking equipment
 - Stolen items

- Fireworks
- Pornographic images
- Any article a member of staff reasonably suspects has been, or is likely to be used, to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Smart watches and Mobile phones (the exception is from Summer Term Year 5, pupils may bring a smart watch/mobile phone to school if it is being used to communicate with a parent/carer on the journey to/from school. In such circumstances the smart watch will be handed in for the duration of the school day, in accordance with the mobile phone policy.

Some examples of **serious misbehaviours** are:

- Persistent refusal to accept school, class or playground rules, or authority of adults
- During an incident of serious misbehaviour, refusal to comply with adult instructions that are given to keep themselves/other pupils/staff safe
- Extremely disruptive behaviour which prevents other children from learning and compromises their safety and welfare
- Spitting, biting and other forms of violent behaviour towards other children
- Physical or verbal aggression towards a member of staff/ adult / members of the school community
- Repeated bullying, identity-based bullying or prejudice-related incidents including religious intolerance, transphobia, biphobia, etc.
- Serious damage of property
- Possession of any prohibited items.
- Inappropriate online behaviour e.g. any type of recording / taking photos of children or adults on own devices in school premises, inappropriate messaging to peers / members of the school community

Any one of these behaviours could result in a fixed term suspension or permanent exclusion

4. Bullying

Bullying is defined as, “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017) This can happen both on-line and offline

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ○ Racial ○ Faith-based ○ Gendered (sexist) ○ Homophobic/biphobic ○ Transphobic ○ Disability-based (disablism) ○ Misogynistic ○ Familial 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school’s approach to preventing and addressing bullying are set out in our Anti-Bullying Policy which can be found here: [Policies | Valley Primary School](#)

For the pupils, we use the Anti-Bullying Association (ABA) definition. *‘Bullying is the repetitive, intentional hurting of one person or a group, where the relationship involves an imbalance of power. It can happen face to face or online.’*

5. Roles and responsibilities

If we want to achieve consistency it is imperative that staff, children and parents and carers have a shared understanding of our school expectations.

Pupils

We expect all pupils to demonstrate an understanding of the school’s values and:

- show strong learning behaviours, as outlined in the Behaviour Framework for ‘Be Ready’
- behave well in school and when travelling to and from school and on school trips
- recognize that the school is a community that plays a part in the wider community
- Be honest and take responsibility for their own actions
- respect difference and individuality
- ask questions to further knowledge and curiosity

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying, as outlined in the Behaviour Framework

- That they have a duty to follow the behaviour policy - using the mantra 'This is how we do it here'
- The school's key rules and routines
- The rewards and positive reinforcements for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Staff

Staff will:

- be positive role-models
- develop positive relationships with every child
- treat pupils as individuals and get to know pupils and respect them
- understand the nature and impact of trauma and negative life experiences
- develop an understanding of what children are trying to communicate through their behaviour
- ensure all children have a voice and that their opinion is respected
- engage positively with parents/carers
- be consistent, reflective and adaptable
- ensure that the relevant supportive strategies/interventions are in place to support communication and positive behaviour management

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards, both inside and outside the classroom, through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording and report behaviour incidents according to agreed procedures
- For all adults/roles in the school, challenging pupils to meet the school's expectations
- Consistently and fairly implement the school's reward systems

The Head Teacher

The Head Teacher is responsible for:

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring that the data from the behaviour logs are reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Parents and carers

We ask parents and carers to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy and uniform policy (including PE kit)
- Ensure their child arrives to school on time and ensure optimal attendance
- Be a positive role model for their children
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Attend any scheduled meeting regarding their child and take part in any meetings or pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Work in partnership with the school to share concerns and resolve issues and raise any concerns about the management of behaviour with the school directly.
- Be respectful to school staff and the school's policies and procedures

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

The Local Governing Body

The Local Governing Body is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation.

6. School Behaviour Curriculum

Core Values and Expectations

Our five Core Values underpin all that we do and are regularly reinforced through assemblies, circle times, PSHE lessons and through our daily interactions. They are:

Care

Learn Together

Aim High

Be Honest

Look After What We Have

We have three rules that we promote and reinforce in our classrooms, assemblies, corridors, lunch hall, playgrounds:

Be Ready

Be Kind and Considerate

Be Safe

We teach the children, Pre-school to Year 6, what it means to be Ready, Kind and considerate and Safe in different contexts within the school by displaying and referring to the Behaviour Framework posters and to the Valley Vibe posters. The Behaviour Framework specifies what each of the three expectation

looks like at our school. The Valley Vibe posters are short visual reminders of expectations in different parts of the school. These are attached at the end of this policy. **(Appendix 1)**

Valley's behaviour policy is founded on a restorative justice approach which centres around five pillars.

Five Pillars of Practice:

- Consistent, calm adult behaviour
- First attention to the best conduct
- Relentless routines
- Scripting difficult interventions
- Restorative follow up

The one page **Behaviour Blueprint** provides a summary of our approach to promoting positive behaviour for staff parents and pupils. We use the mantra '**This is how we do it here**' when teaching our behaviour curriculum. This reinforces our sense of community, that we are working together to promote excellent conduct.

We have agreed that **staff** will:

- Meet and greet each pupil at the classroom door
- Refer to 'Ready, Kind and considerate, Safe' when talking to children about behaviour
- Be fair and consistent
- Give first attention to the best conduct
- Model positive behaviours and build relationships
- Listen to pupils and understand
- Plan lessons that engage, challenge and meet the needs of all learners
- Use a visible recognition mechanism throughout every lesson
- Be calm and give 'take up time' when going through the stepped boundaries. Prevent before sanction
- Follow up every time, and engage in reflective dialogue with pupils, listening to what they have to say
- Never ignore or walk past pupils who are misbehaving

Routines that we have agreed:

- **Courtesy and good manners.** Pupils are recognised for showing great manners; through their words, actions and body language; shown consistently to all peers and adults in school.
- **Quick and focussed responses to a signal for attention.** Adults will use a range of techniques to gain attention of a group of learners, appropriate to the lesson or environment. These are made explicit to the pupils then positively reinforced.
- **Calm, orderly transitions – The Valley Vibe,** including lining up; walking quietly; holding doors. High expectations are set by all adults and relentlessly reinforced. Pupils develop self-discipline by managing transitions independently during less structured periods of the day.
- High expectations of the **tidiness and organisation** of the school environment are modelled and consistently pursued, in corridors; playgrounds; halls; classrooms; learning bays. Displays, interesting and varied signage, photographs of learners all reflect our Core Values and Expectations.
- Wearing **school uniform** with pride. Pupils are encouraged to show their sense of belonging to the school community by wearing the correct school uniform and PE kit and adhering to these boundaries.
- Consistent **environment** that displays the quality of the learning in our school, and echoes our Core Values and expectations, and has positive images of learners.

Think Throughs

Staff use the strategy of 'Think Throughs' to explicitly teach and reinforce what success looks like when classes, groups or individuals are showing the expected behaviour or routine.

First attention to the best conduct

Regular praise and encouragement of the expected behaviours and routines is part of our school ethos, with staff committed to acknowledging and promoting behaviours that show 'Ready, Kind and Considerate and Safe'.

'Well done, Year 3, you have lined up quietly and sensibly. That is showing you are being 'Ready' and 'Safe' – thank you.'

Additionally, we recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

Acknowledgments for meeting our behaviour expectations:

- Recognition systems: Targeted, specific praise and names on board
- Use of class level reward and recognition tool kit: E.g. marbles in class jar to earn a class treat, chart/raffle tickets to earn first Golden Time choice, table points
- House tokens – each half-term the winning house has an 'own clothes day'
- Praise Postcards from teachers/support staff
- Friday Gold Stars with Head/Deputy Head

Recognition for Over and Above:

- Praise postcard from the Head Teacher
- Marvellous Monday assemblies with the Head Teacher
- Head Teacher 5 Gold Star Certificate
- Annual Core Value Awards

In addition to specific teaching of our behaviour expectations through assemblies, class circle times, and daily interactions, the behaviour curriculum links closely to the PSHE and Character lessons. The SCARF values of Safety, Care, Achievement, Resilience and Friendship support our Core Values and our three core expectations. More information about the PSHE and Character curriculum can be found here.

<https://valleyprimary.co.uk/Curriculum/Subjects/PSHE>

Wellbeing Curriculum:

The children are taught about the importance of looking after their own mental health and being aware of the signs that others may be struggling. As a school, we acknowledge that misbehaviour can be a communication that a child is feeling unhappy, insecure, have low self-esteem or is finding it difficult to regulate their emotions. The children are encouraged to communicate any worries, either in person to a trusted adult or by using the Worry Monster or the 'I would like my teacher to know' box in their class wellbeing area. Posters in the wellbeing areas explain the 'Zones of Regulation' and give calm down tips. Each KS2 class has a Wellbeing Ambassador who work on projects to further develop pupil wellbeing, such as promoting mindfulness techniques.

Language and Micro scripts

We talk with children individually, in groups or as a whole class about why we have agreed behaviour expectations and we model what good conduct looks like. The children are taught restorative language,

conflict resolution and problem solving strategies through the PSHE curriculum and circle times. Adults understand the need to stay calm when dealing with challenging behaviour and use scripted, consistent conversations when talking to the children. This ensures the focus is on understanding and resolving the problem without escalating the emotions involved and gives pupils the reminder that they are each responsible for their behaviour. When needed, we allow a calm down period before trying to engage a pupil in a behaviour conversation.

Scripts for intervening with misbehaviour:

- Thank you for showing me you are ready/doing that in a considerate/safe way (directed to a pupil nearby)
- I have noticed you are ... (having trouble getting started/getting out of your seat) What do you need help with?
- In our school we are not allowed to..., but we can...
- That's not showing me our expectation of... so I would like to see you/I need you to/ I expect you to...
- I understand ... (you are feeling angry/upset) I'm going to come back in a moment then we can resolve this properly
- Thank you for listening (then refocus attention on the positive within the classroom)
- Show me what ready/kindness/safe behaviour looks like in our classroom/playground
- I know you will show me the expected behaviour of (give time)... Excellent, you are now ready
- Remember, in this class, our routine/ expectation is to...I know you're going to get this right in a minute
- May be you are right... (perhaps I also need to speak to...)
- Do you remember last lesson/week when you... This I who I need to see today
- That's not showing me you are being safe/kind/ready – How could you show me that now?
- How could you say that again in a kinder/more considerate way? I'll come back in a moment
- The choice is...or ... The consequence will be...I'll give you some thinking time
- We will ...(have a better lesson/day/playtime tomorrow)

Building a community:

At Valley, we ask that **pupils:**

- Behave in an orderly and self-controlled way
- Show respect to members of staff, visitors and each other; speaking and acting politely and with courtesy
- In class, behave in a way that makes it possible for them and all pupils to learn well
- Move safely and quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct school uniform at all times, including PE kit
- Be honest and accept responsibility for their behaviour
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Be understanding of each other's needs and differences
- Listen effectively to other people

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

Through our daily interactions, assemblies, circle times and direct teaching, we foster an ethos that maintaining the highest standards of behaviour across the school is best achieved when we all work together as a community: pupils, staff, parents and club leaders. We encourage classes to support and encourage each other to have a happy, safe learning environment that is beneficial to all. This approach applies times where the whole school comes together, such as assemblies, playtimes and the lunch hall.

The following procedures are in place:

- Encouraging pupils to be a role model for excellent behaviour
- Encouraging pupils to 'call out' misbehaviour, especially where they can see a peer being harmed or upset
- Adults dealing sensitively with pupil who has reported something on behalf of another person
- Opal leaders and Sports leaders running playtime activities
- Peer Mediators resolving low level disputes using the restorative approach
- Wellbeing Ambassadors
- School Council

Mobile phones and Smart watches

Mobile phones and Smart watches may only be brought into school by pupils who walk to and from school independently. This is for Year 5 pupils in the Summer term only, and for Year 6 pupils throughout the year. Pupils may only bring in their device once the Parent/Pupil Mobile Phone policy has been signed. Mobile phones/Smart watches are not to be used once on the school premises, including the car park and playground. On arrival to school they are to be switched off and handed into the class teacher. They are stored securely and returned to the pupils at the end of the school day.

If phones / smart watches are misused by pupils while on the school premises or while travelling to and from school, it would be a breach of the acceptable use policy and subject to consequences as outlined in the Mobile phone policy.

Mobile phones / Smart watches are not permitted on school trips or residential. There are systems in place should parents need to contact the school or school contact a parent, during these times.

In specific instances, mobile phones are allowed for medical reasons, for example diabetic monitoring, in which case the pupil will keep the phone with them at all times. A medical care plan will be in place and agreed by staff, parents or carers.

The school accepts no responsibility for any mobile phone / Smart watch which is brought into school.

7. Responding to behaviour

Teachers' Powers in Managing Behaviour

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.

- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers can confiscate pupils' property

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Aim to know the children as individuals, their personalities and interests and who their friends are.
- Promote a positive classroom and learning atmosphere.
- Have high expectations of themselves and each other, displaying positive role models
- Model the standards of courtesy that we expect from the children.
- Aim to praise the positive actions of children more frequently than commenting on the negatives.
- Create and maintain a stimulating environment that encourages pupil engagement.

They will:

- Display and refer to the Behaviour Framework posters for 'Ready, Kind and Considerate, Safe'
- Develop, maintain and restore positive relationships with pupils which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines including routines for all transition points
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and/or reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. We feel that it is important for children who USUALLY behave well to be praised and encouraged rather than only to comment on the behaviour of those who often fall short of behavioural expectations

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

Please see p.11 of this policy for the details of the reward systems at Valley.

Pupils in Year 1 to 6 are rewarded with 20 minutes Golden Time on a Friday afternoon. This is a recognition that pupils have adhered to our expectation of being Ready, Kind and Considerate and Safe for the week.

Pupils are offered a choice of an outside activity or an inside activity, such as watching part of a movie or doing some free choice art and craft activities.

Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school uses these 5 steps in response to the majority of misbehaviours:

*In response to a serious incident where immediate intervention is needed to keep a pupil safe or prevent further harm or upset, it may not be appropriate to go through each step. Please see section 8 of this policy. However, step 5, **Repair**, would always be adhered to, and this may happen at a later time or day.*

1. **Reminder** A reminder of the expectations; Ready, Kind and considerate, Safe; delivered privately whenever possible to the learner. The adult makes them aware of their behaviour. The learner has a choice to do the right thing. Use of the micro scripts. Repeat a reminder if this is an adjustment appropriate to the pupil.
2. **Warning** A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. A visual prompt card may be used.
3. **Final warning** The pupil is asked to speak to the adult away from others; boundaries are reset; the pupil is asked to reflect on their next step; again they are reminded of their previous conduct/attitude/learning; the pupil is given a final opportunity to re-engage with the learning/ follow instructions and given private thinking time. (3-5 minutes)
4. **Consequence** The pupil informed that they have chosen to not to change the behaviour they were asked to and a consequence is given, that can be followed through soon as possible to allow for a fresh start next lesson/day.
5. **Repair** Use of the Restorative Questions to structure a reparation conversation.

Restorative Language is a calm, fair and respectful way of communicating which allows each person to express their thoughts and feelings. It helps maintain positive relationships within the school. If there has been a conflict, it focuses on the harm that has been caused and ways to repair the harm and restore the relationship.

What happened/Thoughts and feelings

Can you tell me what happened? What were you thinking at the time? Do you know how you were feeling?

What are you thinking/feeling now?

Harm and Affect

Who has been affected or harmed by what happened? How?

Needs

What needs to happen to make it right or for you to feel better?

Is there anything you could do to repair the harm?

Agreement / negotiation

If the same thing happened again, what could be done differently?

The person who has been harmed or affected by an incident will always be offered the opportunity to be part of the restorative follow up with the perpetrator. This gives them the opportunity to express how they were affected and what they would like to happen to move forward. If the harmed person does not want to speak in person to the perpetrator, the adult dealing with the incident should seek their views and convey these during the reparation meeting.

The school may use one or more of the following sanctions in response to misbehaviour:

- A change of environment, such as working in a work bay or the partner classroom for a short period (up to 10 minutes)
- Standing with an adult during part of playtime
- Removal from an activity (for example leaving the game of 4-square for 5 minutes)
- A longer term ban from a particular activity (E.g. one week off the Pod)
- Completing work at break or lunchtime (Time must be given for toilet breaks. Staff must consider the need for fresh air and movement)
- Loss of Golden Time (This can be used to complete/re-do work to a standard appropriate to the pupil or for reflection. Time away from Golden Time can be given in 5 minute increments)
- Reflection time at break or lunchtime. (Up to 10 minutes)
- Issuing a behaviour log. The pupil will then attend a written reflection session, either with the class teacher, or a member of SLT, which take place twice a week. Parents should be informed by phone call or email if a behaviour log is given. The number of behaviour logs a pupil has received during that academic year is recorded on their End of Year Report.
- Letter, emails or phone calls home to parent /carer
- Yellow Stage Intervention – A support plan to intervene in the case of repeated low level misbehaviours or a single incident of a more serious incident. A consequence may be issued alongside the support plan.
- Red Stage Intervention – a support plan in response to a serious breach of the behaviour policy or repeated incidents of misbehaviours as defined in section 3 of this policy.
- Internal Isolations
- Removal from the classroom
- Loss of privileges, such as peer mediator/sports leader/school council roles, representing the school on a sports team
- Withdrawal from a school trip or organised school event
- Suspension
- Permanent exclusion in the most serious of circumstances

Appendix 1 defines levels of misbehaviour and details appropriate consequences and sanctions at each stage.

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. Staff may use reasonable force to prevent a pupil from:

- Causing disorder
- Hurting themselves or others

- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

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

Searching and confiscation

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

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. Prohibited items are set out in section 4 of this policy.

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

Searching a pupil

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

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

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

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

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

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

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the Head teacher / a member of SLT / SENCO to try to determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 4, but not to search for items that are only identified in the school rules.

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

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

‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- Desks
- Lockers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 4) and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 4
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 4), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 4). A member of staff will tell the parents/carers as soon as is reasonably practicable:

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

Support after a search

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

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

Strip searches

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

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

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

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

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

Who will be present?

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

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

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

- It poses a threat or causes harm (including emotional harm) to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the Head teacher / member of SLT will make the report.

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

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

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

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

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children’s social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

8. Serious sanctions

Removal from classrooms or playground

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom or playground for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum, or what from the usual playtime or lunchtime activities.

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by a member of SLT or the SENCO, and will be removed for a maximum of half a day.

Pupils who have been removed from the playground are supervised by a member of SLT or the SENCO, and will be removed for a maximum of one week’s playtimes.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head Teacher or SLT working on their behalf.

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

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

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from classroom or playground and a Red Stage Intervention will be put in place.

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

Suspension and permanent exclusion

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

The decision to suspend or exclude will be made by the Head Teacher and only as a last resort. The Exclusion policy can be found here:

Suspensions

In order for pupil to fulfil their true potential, they need to feel safe at school and be free to learn in a calm, orderly environment. When this is not the case, the Head Teacher will consider suspension / exclusion.

Only the Head Teacher can suspend or exclude a pupil and this must be on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A suspension does not have to be for a continuous period.

Exclusions, whether in the form of a suspension or permanent exclusion will only be used as a last resort or in situation when support offered to a pupil through the Restorative Approach to make more positive future behaviour choices has failed to bring about the improvements in behaviour or when there has been a serious breach of the school's behaviour policy.

Depending on the severity and seriousness of the incident, the age and ability of the pupil, sometimes the behaviour choices that have been made will be expediated through the system of consequences resulting in the issuing of a fixed-term suspension or permanent exclusion. Where appropriate, the pupil's SEND status, disability or other protected characteristic will also be taken into consideration when deciding to issue a suspension or permanent exclusion.

When investigating racist or other derogatory language, the age of the child and their understanding and competence in language use will be considered in order to determine the purposeful intent of the comments made before deciding if exclusion is the appropriate consequence.

A suspension may be issued following repeated, persistent disruptive behaviour, physical assaults with the intent to harm, racist or derogatory language or insults (whether made in the real or virtual world), extreme disobedience that becomes dangerous, swearing, spitting or stealing.

A pupil may be suspended on a fixed-term basis for one or more periods up to a maximum of 45 days in any single academic year.

Following a suspension, the pupil and parents will be asked to attend a reintegration meeting where behaviour targets will be set for the pupil and these will be monitored for a set period of time under the Red Stage Intervention process.

The decision to permanently exclude a pupil will be taken:

- In response to a single serious breach or following persistent breaches of the school’s behaviour policy and expectations of conduct relating to the core expectations of showing kindness and consideration, a readiness to learn and play together and making the right choices to keep yourself and those around safe; or
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

While none of the examples given in this section of the policy are to be used as an exhaustive list, serious breaches could be determined as episodes of extreme physical violence, serious threats made to members of the school community (whether in the real or virtual world), illegal behaviour including the use of weapons, drugs or pornographic material, or where extreme racist, derogatory language is used either in the real or virtual world.

When the school is considering issuing a pupil with a suspension or permanent exclusion, the latest Department for Education statutory guidance (Suspension and Permanent Exclusion from maintained Schools, Academies and Pupil Referral Units in England, including pupil movement – 2022)

9. Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils’ behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil’s SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil’s SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school’s policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. We will try to anticipate and remove triggers of misbehaviour for example by:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema / medical needs
- Training for staff in understanding conditions such as ASC or ADHD
- Use of separation spaces, such as The Rainbow Room or the Sensory Room where pupils can regulate their emotions during a moment of sensory overload
- Access to Lunch Club as an alternative to being on the playground

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

The school will liaise with the Head of Services SEND London Borough of Bromley.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

- Reintegration meetings
- Daily contact with the ELSA, SENCO, a member of SLT
- A target card with personalised behaviour goals, as set during the process of a Yellow or Red Stage intervention
- Exploring specialist support from external services, where appropriate

11. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

All staff are provided with training on managing behaviour, for some, this includes positive handling training. Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of alternative provision and managed moves

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

This behaviour policy will be reviewed annually by the Head Teacher and local Governing Body.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Positive Handling Policy
- Anti- Bullying Policy
- Acceptable Use policy
- SEND policy
- Staff code of Conduct

Appendix 1- Levels of Behaviour

The chart below outlines examples of behaviours and responses. The lists are not exhaustive; decisions are made by staff based on each situation.

Our approach is to teach and support pupils to behave well, for the benefit of the whole school community, which sanctions alone will not achieve. However, the school does use a system of incremental consequences, in order to set clear boundaries and to teach pupils that there are consequences for not abiding by set rules and expectations.

When deciding an appropriate response, adults will take into account:

- The age of the pupil
- Their level of understanding / level of maturity
- Any previous incidents of a similar nature
- Any SEND needs that may have affected a child’s response
- Any pastoral needs that a child may have due to particular circumstances

Type of misbehaviour	Consequence/Action
<p>A single or very infrequent incident of:</p> <ul style="list-style-type: none"> • Off-task behaviour such as chatting • Calling / shouting out in classrooms or around the school • Unfinished or unacceptable work due to time wasting • Not looking after resources, equipment or furniture carefully • Not sharing or co-operating • Not keeping to the rules of a playground game • Thoughtless “rough” play • Low level physical harm, such as pushing, including in retaliation • Interrupting the teacher / teaching • Disruptive actions such as note-passing or actively seeking the attention of peers • Running in the classroom / corridor /through the school • Ignoring reasonable adult instructions • Name calling, use of inappropriate language towards others, unkind actions, including ‘roasting’ • Non-compliance / not listening to adults’ fair and reasonable instructions • ‘Answering back’ / impolite responses to adults • Not adhering to the school uniform policy • Coming into the school building without a good reason during playtime or lunchtime 	<ul style="list-style-type: none"> • A short period of reflection time (up to 10 minutes) during playtime, lunchtime or Golden Time. • Removal from a game or activity for a short period to reset expectations • Time to complete/re-do a piece of work during playtime, lunchtime or Golden time • Restorative follow up
<p>Repeated incidents of:</p> <ul style="list-style-type: none"> • Off-task behaviour such as chatting • Calling / shouting out in classrooms or around the school • Unfinished or unacceptable work due to time wasting • Not looking after resources, equipment or furniture carefully • Not sharing or co-operating • Not keeping to the rules of a playground game • Thoughtless “rough” play 	<p>A behaviour log on Arbor</p> <p><i>The number of behaviour logs a pupil receives for the academic year are recorded on the End of Year report</i></p>

<ul style="list-style-type: none"> • Low level physical harm, such as pushing, including in retaliation • Interrupting the teacher / teaching • Disruptive actions such as note-passing or actively seeking the attention of peers • Ignoring reasonable adult instructions • Running in the classroom / corridor /through the school • Name calling, use of inappropriate language towards others, unkind actions, including ‘roasting’ • Non-compliance / not listening to adults’ fair and reasonable instructions • ‘Answering back’ / impolite responses to adults • Not adhering to the school uniform policy • Coming into the school building without a good reason during playtime or lunchtime <p>A single incident of:</p> <ul style="list-style-type: none"> • Any comment that discriminates or demeans a protected characteristic, where the pupil does not yet show full understanding of the consequences • Purposeful physical harm to another pupil or adult • Intentional unkind words or actions • Refusal to comply with school expectations/routines • Rudeness to adults • Stealing • Damage to school/other pupils property 	<ul style="list-style-type: none"> • Up to three lunchtimes off the playground • A ban from a specific playground activity for a period of up to one week • Removal of Golden time for that week • A written reflection completed • Reparation activity - such as an apology letter or card • Restorative follow up with the person harmed or affected • Parent/carers informed • Removal of a privilege/role for a short period, such as a one match ban or taken off a role for one week
<p>Repeated incidents of all of above/ little improvement after expectations have been reinforced</p> <p>A single, more serious incident of:</p> <ul style="list-style-type: none"> • Any comment that discriminates or demeans a protected characteristic, where the pupil is old enough/mature enough to understand the harm caused • Purposeful physical harm to another pupil or adult • Intentional unkind words or actions • Refusal to comply with school expectations/routines • Rudeness to adults • Dangerous actions, that in this case did not result in harm to self or others • A second incident of stealing 	<p>Yellow Stage intervention put in place – targets set and monitored</p> <ul style="list-style-type: none"> • Meeting with parents • Up to a week of lunchtimes off the playground • A written reflection completed • Reparation activity - such as an apology letter or card • Restorative follow up with the person harmed or affected • Removal of Golden time for that week • Removal of a privilege/role for a longer period, such as a two match ban or taken off a role for the remainder of a half-term • A period of up to half a day working in the head teachers office • Liaison with Assistant head or SENCO to see if further

	adjustments or support is needed for the pupil
<p>Repeated incidents of all of above/ little improvement after expectations have been reinforced or a Yellow Stage Intervention has been in place</p> <p>A single, more serious incident of:</p> <ul style="list-style-type: none"> • Persistent refusal to accept school, class or playground rules, or authority of adults • During an incident of serious misbehaviour, refusal to comply with adult instructions that are been given to keep themselves/other pupils/staff safe • Extremely disruptive behaviour which prevents other children from learning and compromises their safety and welfare • Spitting, biting and other forms of violent behaviour towards other children • Physical or verbal aggression towards a member of staff/ adult / members of the school community • Dangerous actions such as throwing items, climbing fences, absconding • Bullying, identity-based bullying or prejudice-related incidents including religious intolerance, transphobia, biphobia, etc. • Serious damage of property • Possession of any prohibited items. • Inappropriate online behaviour e.g. any type of recording / taking photos of children or adults on own devices in school premises, inappropriate messaging to peers / members of the school community • Comments directed to another person, spoken with intent and understanding, that would be construed as racist, homophobic or discriminatory against a faith/culture/language/country of origin/disability • Threatening language or actions • Swearing directed at a person or rude gestures • Shouting / being verbally aggressive to another pupil or adult. • Repeated or more serious incident of stealing • Repeated or more serious damage to school or another person’s property. • Bullying behaviours – repeated, intentional harmful words or actions directed at one person or a group; encouraging others to join in with such actions. • Actions that could cause danger to self or others; and refusing to comply with adult instructions 	<p>Red Stage Intervention</p> <p>Or Suspension</p> <p>Or Permanent exclusion</p> <ul style="list-style-type: none"> • Meeting with parents • Up to a week of lunchtimes off the playground • A written reflection completed • Reparation activity - such as an apology letter or card • Restorative follow up with the person harmed or affected • Removal of Golden time for that week • Removal of a privilege/role for a longer period, such as a two match ban or taken off a role for the remainder of a half-term • A period of up to half a day working in the head teachers office • Liaison with Assistant head or SENCO to see if further adjustments or support is needed for the pupil



Our Core Values

Care – Learn together - Aim high - Be honest - Look after what we have

Our Expectations

Ready – Kind and Considerate - Safe

Behaviour Reflection Form KS1

Name: _____

Date: _____

Class: _____



What happened?

What were you thinking at the time? How did you feel at the time? What are you thinking/feeling now?



Who has been harmed or affected by what happened? How?

Who else was involved? Was anyone hurt or upset?



Which of the school's core values did you not follow when this occurred?



What needs to happen to make it right or make the people involved feel better?



How could you make sure this doesn't happen again?

What would you do differently next time?



Our Core Values

Care – Learn together - Aim high - Be honest - Look after what we have

Our Expectations

Ready – Kind and Considerate – Safe

Behaviour Reflection Form KS2

Name: _____ Date: _____ Time of incident: _____ Class: _____



What happened?

What actions led to the incident? Which part are you responsible for? How were you thinking at the time? How did you feel at the time? What are you thinking/feeling now?



Who has been harmed or affected by what happened? How?

Who else was involved? Was anyone hurt or upset?

Which of the school's core values did you not follow when this occurred?



What needs to happen to make it right or make the people involved feel better?

What could you do to repair the harm?



How could you make sure this doesn't happen again?

What would you do differently next time? Do you need to make an agreement with the other people involved? What needs to be included? If a similar situation happened again, what could be done differently?



Because we...

Care – Learn together - Aim high - Be honest - Look after what we have

We are...

Ready – Kind and Considerate – Safe



Yellow Stage Intervention

New intervention

Continued intervention

Name:

Class:

Date:

Reason for intervention:

Behaviours we want to see:

(Up to three realistic goals, agreed in conjunction with the pupil, linked to our high expectations of conduct)

Expected behaviour	Any adjustment/support needed

Monitored by:

Review date:

Pupil signature:

Parent signature:

Review

Expected behaviour	Successes	Further actions needed?

Intervention successful

Intervention to continue (Complete new form)



Because we...

Care – Learn together - Aim high - Be honest - Look after what we have

We are...

Ready – Kind and Considerate – Safe



Red Stage Intervention

New intervention

Continued intervention

Name:

Class:

Date:

Reason for intervention:

(What is the serious breach of our expectations, trigger, location, time, others involved, impact on learning and wellbeing, previous relevant incidents, response to prior restorative conversations, consequences used prior to this and impact)

Consequence:

(Refer to Behaviour Policy)

Behaviours we want to see:

(Up to three realistic goals, agreed in conjunction with the pupil, linked to our high expectations of conduct)

Expected behaviour	Any adjustment/support needed

Monitored by:

Review date:

Pupil signature:

Parent signature:

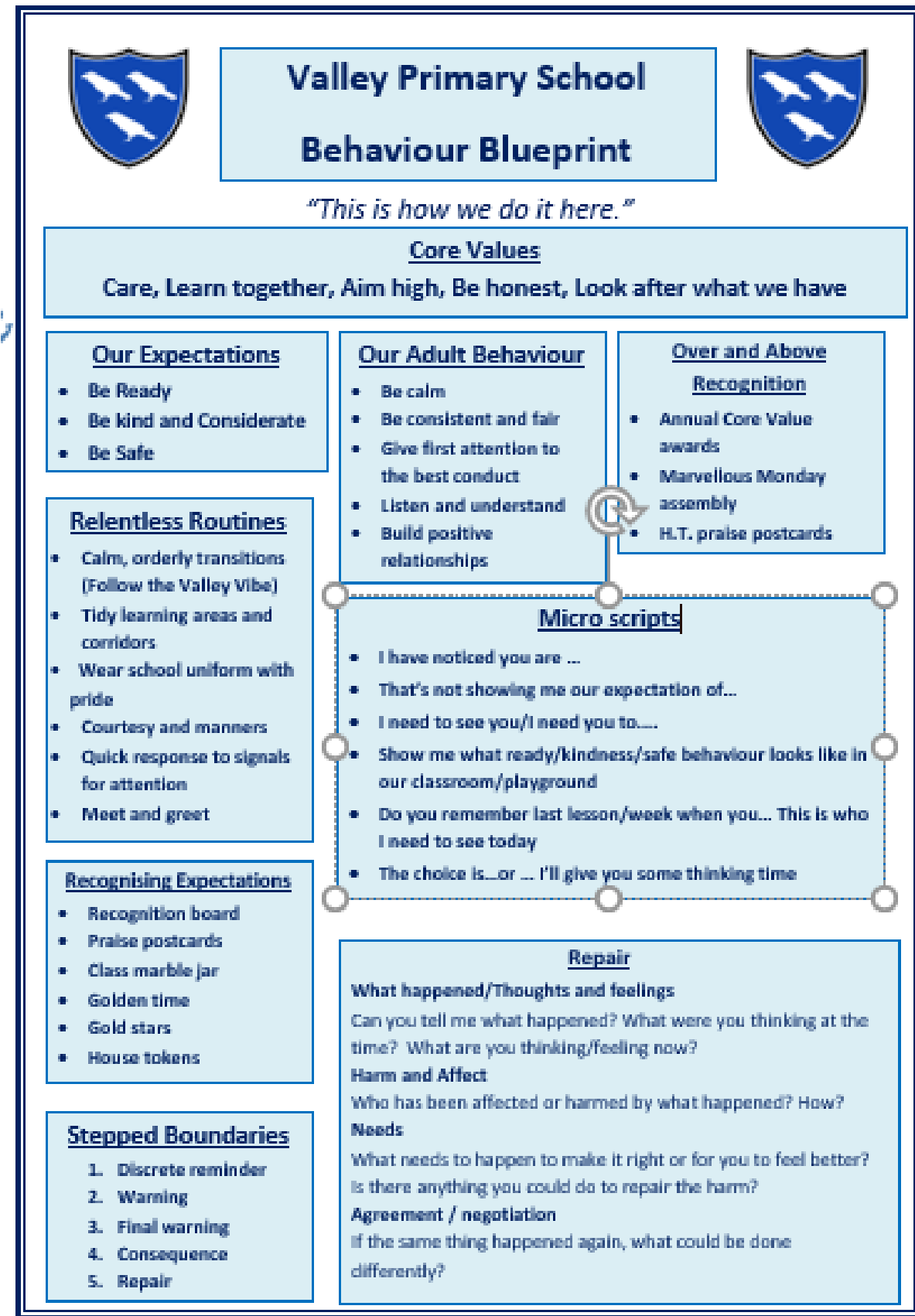
Review

Expected behaviour	Successes	Further actions needed?

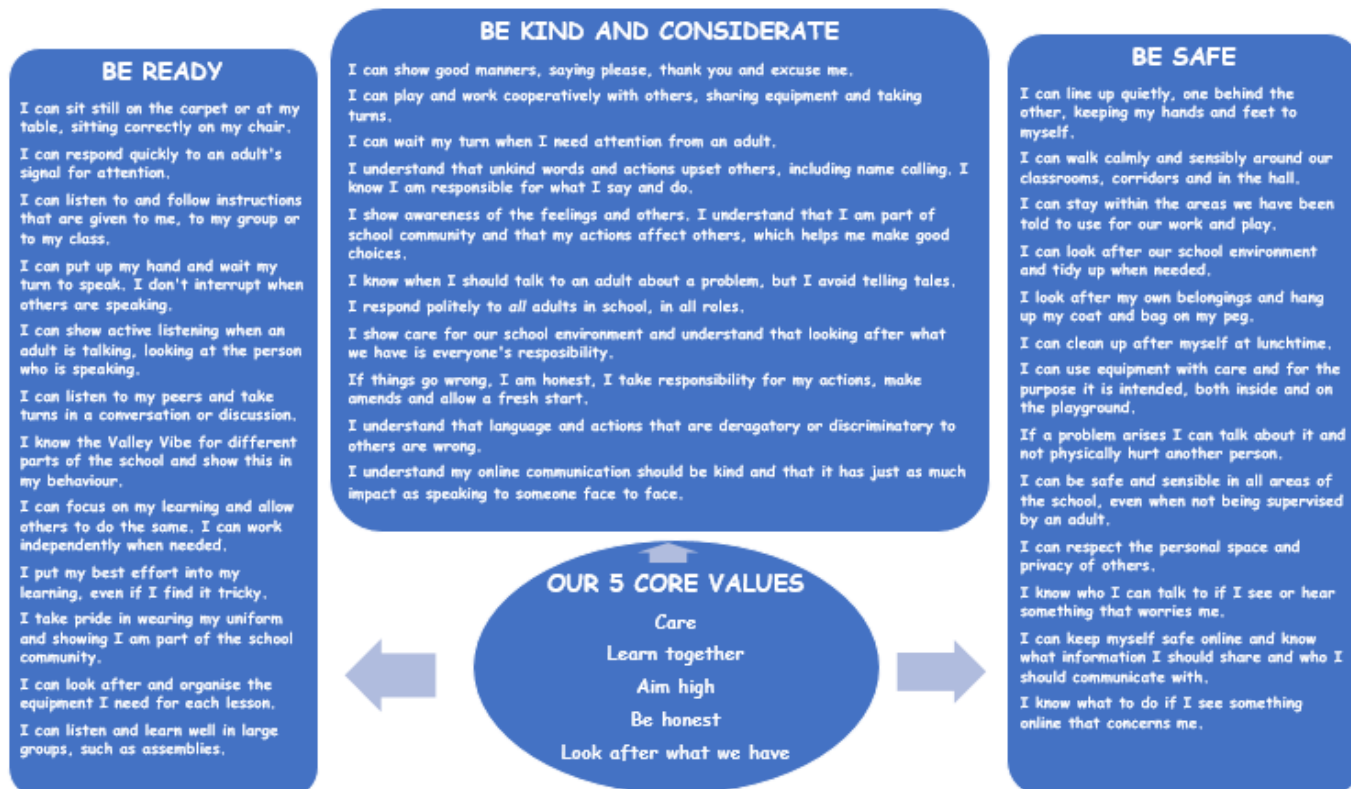
Intervention successful

Intervention to continue (Complete new form)


Appendix 2 – Behaviour Blueprint



Appendix 3 – Behaviour Framework



|PLAYGROUND EXPECTATIONS



The Valley Vibe

Because we...

Care – Learn together - Aim high - Be honest
Look after what we have
We are...

Ready – Kind and Considerate - Safe

So we...

Keep to the playground zones and playtime routines

Show kindness by allowing others to join in our games and not leaving anyone out

Look after the equipment and help to tidy up

Be considerate of the adults who are looking after us

Stop and stand still for the first bell

Walk to the line for the second bell then stand in line calmly and quietly

LUNCH HALL



The Valley Vibe

Because we...

**Care – Learn together - Aim high - Be honest
Look after what we have**

We are...

Ready – Kind and Considerate - Safe

So we...

- Line up quietly and calmly while the names are ticked off
- Walk into the hall and line up sensibly at the hatch.
- Show good manners to the kitchen staff and adults in the hall.
- Sit down when you have your meal and stay in your seat until you have finished.
- Use a quiet voice in the lunch hall.
- Keep the tables and floor clean; tidy up after yourself.
- Follow the routine to clear away your tray; stack the trays neatly.
- Walk, not run, in the hall and corridors.

ADULTS IN THE LUNCH HALL ARE LOOKING FOR PUPILS WHO FOLLOW THE VALLEY VIBE!

**SIX PUPILS PER WEEK (WITH ONE FRIEND) WILL BE INVITED TO TOP TABLE
EVERY FRIDAY – KS1 12.00 KS2 12.30**





The Valley Vibe

Because we...

Care – Learn together - Aim high - Be honest
Look after what we have
We are...

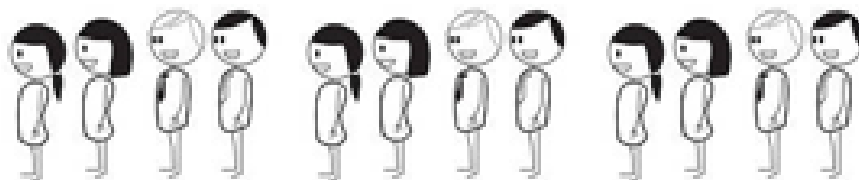
Ready – Kind and Considerate - Safe

So we... |

*Walk quietly and calmly in the corridors
and on the stairs*

Hold the door for others

Stay in our place in the line





The Valley Vibe

Because we...

**Care – Learn together - Aim high - Be honest
Look after what we have**

We are...

Ready – Kind and Considerate - Safe

So we...

Hang up our coats and bags

Look after our belongings

Help to keep the corridor tidy



