

Caldecote Community Primary School



Relationships and Behaviour Policy

Mission Statement

“Care, Challenge, Persevere, Succeed”

Reviewed by FP and YB July 2024
Ratified by Governing Body: 30 September 2024

1. Introduction

1.1 The main purpose of the Behaviour Policy is to ensure that all children are safe and that the school creates a culture where everyone is supported to have positive behaviour. All children should be able to learn in environments that are calm, safe and supportive and are free from disruption.

1.2 We are committed to inclusivity and implementing strategies that reduce bias and support individual children's needs.

1.3 Excellent behaviour is achieved through a positive and consistent school culture, underpinned by a commitment to our values:

- Care: we respect each other and our school environment.
- Challenge: we are ready to learn; we aim high.
- Persevere: we are resilient and we don't give up.
- Succeed: we expect the best from everyone; we achieve our goals.
- Care, Challenge, Persevere, Succeed - we are Caldecote!

2. Behaviour Principles

2.1. Supporting children to manage their behaviour ensures a calm and safe learning environment for all. This includes:

- Providing additional support, including reasonable adjustments for special educational needs and disability (SEND), to children who find it difficult to maintain positive behaviours
- Building positive relationships with children and families to understand their needs and contexts
- Ensuring that everyone treats one another with dignity, kindness, and respect
- Having high expectations of children's conduct and behaviour and protecting children from disruption to teaching, learning or school routines
- Ensuring that these expectations are understood and applied fairly and consistently by all
- Supporting children to develop and maintain good behaviour by teaching them what this means
- Having clear systems and routines in place both in the classroom and around the school

2.2. All members of the school community are responsible for creating positive, safe environments in which:

- Bullying, physical threats or abuse and intimidation are not tolerated
- Children are safe, feel safe and everyone is treated respectfully
- Any incidents of bullying, including cyber bullying, prejudice-based and discriminatory bullying, derogatory language (including name calling), harassment, violence and aggression are dealt with quickly and effectively

3. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Provide a consistent approach to fostering positive relationships and managing behaviour across the school
- Develop a culture that promotes building and establishing effective relationships and behaviours that are highly conducive to learning

4. 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 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

4.1. Related School policies

- Attendance
- Anti-bullying
- Child Protection and Safeguarding
- Managing Allegations against Staff, including Low-Level Concerns
- Single Equality
- Searching, screening and confiscation
- SEND
- Staff Code of conduct
- Whistleblowing
- Uniform

5. Roles and responsibilities

5.1 Governors

5.11. Governors are responsible for monitoring the effectiveness of the Behaviour Policy across the school.

5.12 The governing body has oversight of the policy and guidelines and monitor their effectiveness through termly Headteacher reports. The Headteacher has the day-to-day authority to implement the school Relationships and Behaviour policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

5.2 Leaders

5.21 Leaders **are** responsible for setting and maintaining the behaviour culture of the school and ensuring that all staff and children feel safe and supported. They will:

- ensure that the school has high expectations of children's conduct and behaviour, ensuring clear routines and rules, and that this is understood and applied consistently and fairly by all staff
- aim to prevent all forms of bullying, including cyberbullying, prejudice-based and discriminatory bullying, harassment, violence and aggression
- be highly visible in the school to engage with children, staff and parents and promote high standards of behaviour
- ensure that all staff are successfully inducted into the school's behaviour culture and systems, and will make sure that all staff receive regular high-quality training on behaviour guidance, routines and strategies
- ensure all staff act as positive role models for behaviour with high standards of personal and professional conduct
- ensure that safeguarding and child protection concerns are identified effectively, and children are offered support rather than sanctions when appropriate
- ensure parents are aware of the school's expectations and wherever possible, partner with them to understand and support any behavioural issues
- regularly seek 'children's voice' to understand the views and experiences of behaviour in the school

- regularly review behaviour data and take any necessary steps to eliminate discrimination, reduce bias and ensure compliance with equality law
- ensure the behaviour curriculum, including expectations, routines and rules are explicitly taught to children, and understood by all
- ensure children receive education on positive healthy relationships in all contexts, including online and offline relationships, so they can identify prejudice, discrimination and bullying

5.3 Teachers

5.31 Teachers are responsible for managing behaviour effectively to ensure a calm and safe learning environment for all children. Teachers will:

- consider first whether a child's behaviour may be due to a safeguarding or child protection concern or an unmet need (e.g., unidentified or identified SEND, a mental health or other contextual factors) and adapt approaches accordingly
- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the behaviour policy and agreed teaching and learning routines
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to children's needs to involve and motivate them
- liaise with SENCo, learning mentors and external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with a social worker or the Local Authority's Social, Emotional and Mental Health (SEMH) team.
- The class teacher reports to parents about the progress of each child in their class, in line with whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child, after discussing this with the Headteacher.

1 DfE Teachers' Standards: see Teacher Standard 7

(<https://www.gov.uk/government/publications/teachers-standards>) 2 See part 2 of the Teachers'

5.4. All Staff

5.41 It is the responsibility of each member of staff to ensure they display the school values in everything they do at all times. All staff model the attitudes and behaviour that they expect to see in others. Staff guide pupils in a restorative way to make choices that are in line with the school values. Where pupils struggle with this, staff take fair and effective actions to support them to succeed as specified in Appendix 1.

All staff are responsible for implementing measures in the behaviour policy to secure excellent standards of behaviour. All staff will:

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- model and maintain positive relationships with children, so that they can see examples of good behaviours and feel confident to ask for help when needed
- uphold the whole school approach to behaviour by modelling and teaching routines, values and standards in every interaction
- address misbehaviour swiftly and act decisively when behaviour, including the use of discriminatory language, falls below the expected standards

5.5 Children

5.51 It is the responsibility of each child to ensure they display the school values in everything they do at all times. If they do so, they earn the right to receive rewards. If they do not, they are guided by staff in a restorative way to make choices that are in line with the school values.

5.52 Children are responsible for following the behaviour policy and upholding the school's rules and values. Most children will understand the behaviour expectations of the school and meet these standards with little support. However, some children will need significant and on-going support. Children will:

- receive an age-appropriate induction process, including those who are admitted mid-year, that familiarises them with the school's behaviour culture, rules and routines
- be educated about healthy relationships in all contexts, both online and offline, and to understand their rights and responsibilities regarding their behaviour
- be made aware of the pastoral support that is available to them to help them meet the behavioural standards
- be asked about their experiences of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy

5.6 Parents

(Note - Where 'parent' is used in this policy this should be taken to include guardian or carer.)

5.61 Parents are responsible for working in partnership with the school to support and reinforce the behaviour policy. Parents will:

- promote a positive culture of behaviour and celebrate their child's successes and achievements.
- get to know the school's behaviour policy and reinforce the ethos and values of the policy with their child when necessary.
- support their child in adhering to the school's behaviour policy.
- inform the school of any changes in circumstances that may affect their child's behaviour.
- discuss any behavioural concerns with relevant staff promptly.
- take part in any pastoral work following misbehaviour (for example: attending reintegration meetings or reviews of specific behaviour interventions).

- raise any concerns about the management of behaviour with the school.

5.62 We expect parents to support their child's positive attitudes to learning and co-operate with the school.

If the school has to use reasonable sanctions for a child's behaviour, parents should support the actions of the school. This may also involve parents signing report cards or attending daily meetings.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher.

If they are not satisfied that the matter has been resolved, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

6. Behaviour Curriculum

6.1 All staff want children to feel confident and curious and to behave compassionately to those around them. These qualities should be nurtured and modelled by all staff. Staff can reinforce the behaviour curriculum in every interaction they have with children by:

- Modelling what positive relationships look like, in their interactions with all members of the school community;
- Acknowledging and praising behaviour that meets the expected standard;
- Giving children clear reminders about what the consequences of their actions will be if they don't meet behavioural expectations;
- Being clear and consistent in the use of sanctions.

6.2 Children will also be taught explicitly and regularly about behaviour through: PSHE, assemblies and lesson time.

6.3. Any children who join mid-term will be given information about the school behaviour system and their understanding of this will be monitored by a class teacher.

7. Relationships, behaviour and attitudes – values and rules

7.1 We aim to develop positive behaviours and relationships through a restorative approach which promotes a culture of respect, high expectations and resilience. We expect the best from everyone and we aim high.

7.2 The school uses Restorative Approaches which places relationships at the centre of our school community and creates a harmonious working environment where all can develop their skills of working both independently and co-operatively. This approach underpins our school philosophy that the best way to promote good behaviour is through building strong relationships between all children and adults.

7.3 All members of the school community are expected to create a safe, calm, orderly and positive environment across the school. In order to do this, we display the following values and rules and use the mantra: This is how we do it here. This is the Caldecote way.

Care: we respect each other and our school environment.

- We talk to each other with respect.
- We take care of school property.
- We walk around the school in a quiet, orderly manner.
- We are courteous to each other.
- We support the well-being of others.
- We understand what makes us the same and value what makes us different.
- We never tolerate bullying, harassment or violence.

Challenge: we are ready to learn; we aim high.

- We have highly positive attitudes and commitment to learning.
- We always strive to do our best from our starting points.
- We take responsibility for our learning.
- We are committed to make progress and achieve highly.

Persevere: we are resilient and we don't give up.

- We are motivated even when we find things hard.
- We learn from our mistakes.
- We always try to improve.
- We support each other to overcome difficulties.

Succeed: we expect the best from everyone; we achieve our goals.

- We have high expectations of ourselves and others.
- We know what we need to do to achieve highly.
- We celebrate our achievements and recognise everyone's contribution.
- We contribute to the life of our school and the wider community.
- We are ready for the next stage in our life and education.

7.4 Values and expectations are taught to all children and displayed in classrooms and around the school.

8. Safeguarding

8.1 We recognise that changes in behaviour may be an indicator that a child is in need of help or protection. All staff should maintain professional curiosity and proactively consider whether a child's behaviour, including misbehaviour, may be linked to them suffering, or being likely to suffer, significant harm.

8.2 Any safeguarding or child protection concerns must be reported to the Designated Safeguarding Lead (DSL) immediately, using CPOMS. The DSL, after liaising with appropriate staff or other agencies, will determine whether early help intervention or a referral to children's social care is appropriate.

9. Behaviour expectations and SEND

9.1. Some children who frequently display challenging behaviour may lack the ability to self-regulate because of a SEND or mental health issue. Perceived 'misbehaviour' may also be a sign that they are unable to access the work that has been set.

9.2. While it should not be assumed that every incident of misbehaviour will be connected to their SEND, all staff should consider behaviour in relation to a child's SEND in the first instance. Consideration should be given as to whether children's needs are being adequately met and whether they can effectively access the curriculum.

9.3. Children learn best to manage their self-control, behaviour and learning when they feel well supported by staff who are caring, understanding, curious and consistent. Staff will try to anticipate triggers of misbehaviour and put in place preventative measures to reduce the likelihood of a behaviour incident.

9.4. Staff will be supported in this by the school's SENCO, and SLT members in line with school's SEND policy and the DfE's Mental Health and Behaviour in Schools guidance **Mental health and behaviour in schools - GOV.UK (www.gov.uk)**

9.5. In line with the Equality Act 2010 and the Children and Families Act 2014, the school will:

- Take such steps as is reasonable to avoid any substantial disadvantage to a disabled child and,
- use their 'best endeavours' to meet the needs of those with SEND (including children who have unidentified SEND)

9.6. We will make reasonable adjustments for behaviour according to individual needs. Examples of reasonable adjustments include:

- Providing equipment for children who struggle with memory and organisation;
- Allowing 'time out' for a short movement break or to go to a safe space when feeling overwhelmed;
- Allowing children to move or use a fidget toy agreed by the school;
- Adjusting uniform requirements if there are sensory or medical issues;
- Adjusting seating plans for children who have visual, hearing, sensory, attention or other areas of need;
- Providing a visual timetable showing what is happening now and what is coming next and making sure any changes are communicated in advance.

9.7 Children who have an identified SEND will be supported with their behaviour through the graduated approach of assess, plan, do, review. Where a child continues to experience difficulties, despite evidence-based support and interventions, the school may involve the following specialists:

- Educational Psychologist
- Specialist teachers / support services

- Counsellor
- Mental Health Support Team (MHST)
- Emotional Literacy Support Assistant (ELSA)
- CAMHS (via the child's GP)

9.8 The SENCO, staff, together with any specialists, and involving the child's parents, will consider a range of evidence and effective teaching approaches, appropriate equipment, strategies, and interventions to support the child's progress. Outcomes to be achieved through the support will be agreed, including a date by which progress will be reviewed.

9.9 Where, despite the school having taken all relevant actions to meet the SEND needs of the child, they have still not made expected progress, the school or parents will consider requesting an Education, Health and Care needs assessment.

9.10 If a child already has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school will co-operate with the local authority and other bodies.

9.11 Patterns of challenging behaviour by children, who are not on the SEND register, will be raised as a concern to the SENCO for investigation into unmet or unidentified SEND or mental health issues using the school's procedure.

10. Responding to Positive Behaviour

10.1 Children learn best when they feel safe. This can be achieved by having clear expectations and routines, consistently applied with reasonable adjustments if appropriate. All staff will aim to create a positive and supportive environment in the classroom and around the school using positive language and relationships based on dignity and respect. This helps children to engage in and make good progress with their learning and can promote staff and child health and wellbeing.

10.2 The school recognises that acknowledging positive behaviour encourages further positive behaviour. Communicating positive behaviours to parents can also be an effective way to motivate children to behave well.

10.3 When a child's behaviour meets or goes above the expected behaviour standard, staff will recognise this through positive recognition, rewards, and celebrations. This will include recognising the progress of children who require additional support with their behaviour.

10.4 The school will demonstrate a fair and clear application of rewards to reinforce the routines, expectations, and norms of the school's behaviour culture. These are:

- Verbal praise;
- Reward points;
- Communicating praise to parents via a phone call or written correspondence;
- Certificates at celebration assemblies;

- Positions of responsibility or being entrusted with a particular decision or project;
- Whole-class or year group rewards, such as a popular activity.

11. Responding to behaviour that is below the expected standard

11.1 Responses to unwelcome behaviour will always be made with the aim of helping children to make better decisions and choices in the same or similar contexts in the future. For most children, a gentle reminder or nudge in the right direction is all that is needed. However, for some children, more supportive measures and interventions will be required.

11.2 When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment. All staff should deal with poor behaviour without delegating either the task or the accountability. The person best placed to manage the behaviour of a child is the class teacher or the member of staff who was there at the time.

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

11.4 When managing behaviour, staff should also consider the possible impacts of trauma, using the "connect before you correct" approach, by looking beyond the challenging behaviour displayed and questioning what feelings and emotions might be driving the behaviour.

12. Low level disruptions

12.1 Low level disruptions are behaviours which are not directly confrontational or challenging, but which nevertheless disrupt the teaching and learning environment. If allowed to continue, the concentration and learning of other children can be badly affected. Staff will always consider whether low level disruptions are because of a safeguarding concern, an identified or unidentified SEND or mental health need.

12.2 To stop any low-level disruptions escalating to more serious behaviour breaches, staff will intervene quickly and calmly using the following de-escalation techniques. This list is not exhaustive, and staff may use responses tailored to the individual needs of a child:

- Ensure that, if appropriate, all reasonable adjustments have been implemented e.g., use of a fidget toy.
- Use eye contact, hand signals or questions to distract and to signal their misbehaviour has been noted.
- Using first names, check the child's understanding of what it is they need to do.
- Use clear, consistent language to explain the task and expected behaviours.
- Use positive language, signals and praise for doing the right thing.
- Stand closer to the child (being aware of their personal space) to signal their behaviour is being monitored.

- Verbalise self-regulation techniques and offer support e.g. 'I can see you are becoming anxious/stressed/annoyed, try taking three deep breaths and then we can look at this task together'.
- Remind the child of expected behaviours again and consequences for further disruption.

12.3 Low level disruptions can also occur outside of the classrooms, while moving around the school and during break and lunch times. Staff, including site supervisors, lunch time supervisors etc, will apply the same approaches and intervene quickly and calmly using the de-escalation techniques outlined.

13. Sanctions

13.1 Where misbehaviour continues or there is a serious breach of the school's behaviour expectations, the school may use a sanction. When taking this disciplinary action, the school will consider the following:

- That any contributory factors have been identified and considered e.g., if a child has suffered bereavement, abuse or neglect, has mental health needs, is subject to bullying, has identified or unidentified SEND, is subject to criminal exploitation, or is experiencing significant challenges at home.
- Whether the misbehaviour gives cause to suspect that a child is suffering, or is likely to suffer, harm. If this is the case, staff will follow the school Child Protection & Safeguarding policy and speak to a DSL at the earliest opportunity.

13.2 Staff will try de-escalation techniques to avoid the use of sanctions wherever possible. However, staff can sanction children whose behaviour falls below the standard which could reasonably be expected of them. Staff can issue sanctions any time children are in the school or elsewhere under the charge of a member of staff, including on school trips.

13.3 Sanctions must be reasonable and proportionate and consider any special circumstances. Staff should avoid moving through the sanction levels too rapidly and, wherever possible, should implement the 'support pre-sanction' steps calmly and with care, allowing 'take up time' between each aspect of support given.

14. Lunchtime

14.1 Lunchtime supervisors are encouraged to give out reward points for children following and displaying school values.

14.2 Should children display inappropriate behaviour at lunchtime, they can be given some reflection time in a designated area. If a lunchtime supervisor thinks the behaviour is persistent or serious enough, the learning mentor will be informed.

14.3 Learning mentors will investigate serious or persistent lunchtime incidents in line with the school policy. Details of an incident will be recorded and shared with class teachers and leaders.

14.4 If a child has been involved in a very serious lunchtime incident, such as fighting, they will be sent immediately to the Headteacher (or Deputy Headteacher), who will decide on a sanction.

14.5 Children are not allowed to be inside the school building at lunchtime/playtime unless they are accompanied by an adult or have been given a permission to use the toilet or access first aid.

15. Sensory area and 'The Pod'

15.1 This area is situated outside the SEND leader's room. It is used when a child is exhibiting high level unsafe behaviour and needs an opportunity to calm down. It can also be used for younger children or those with developmental/learning needs who do not respond to normal sanctions for unwanted behaviour.

15.2 The Pod is a reinforced vinyl 'tent' which a child can enter and zip themselves into if they want to be away from other people. The child can punch, kick or throw themselves against it if in a heightened emotional state and not hurt themselves.

15.3 Children are taught what the sensory area and the Pod are for and how they can use them to help to self-regulate in moments of crisis.

15.4 The Pod must be never used to seclude a child (i.e. keep them there against their will).

15.5 At certain times in the school day, the sensory area and the Pod are used to support children's sensory needs and to promote good behaviour. Children can spend time there exploring the area to meet their sensory needs or to take a 'brain break' from the classroom.

15.6 Some children identify the area as their safe space in the individual support or positive handling plan. Priority for using the area is given to children in a heightened emotional state who need space to calm.

15.7 All staff **MUST** follow these rules:

- 1) The supervising adult must be seated in the sensory room at all times.
- 2) The pod cannot be zipped up if more than one child is in there. Alert a DSL if more than one child is in there.
- 3) If a child is in the pod and it is zipped up, the adult is to observe through the window of the pod (see-through circle in the door).
- 4) Do not take any children into the sensory room without having a radio.
- 5) No more than two children in the sensory room at any time.

- 6) The sensory room is for children to relax, have a brain break and engage with the sensory equipment, or for children in crisis to use to regulate. It is NOT a soft play area.
- 7) The sensory room is NOT to be used for reward time. Please find something else for the child to do for a reward.
- 8) The rules apply to the WHOLE of the sensory area, including the outside area.

16.Restrictive physical intervention

16.1 On occasions we may have to use force to control or restrain pupils. We promote the use of de-escalation techniques and only use physical holds for children who are displaying dangerous behaviour. This includes preventing pupils committing an offence, injuring themselves or others (including confiscating dangerous items), seriously damaging property or causing serious disruption.

16.2 Only trained staff are able to use these methods. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE's guidance *Use of Reasonable Force* (July 2013) and the Local Authority's guidance *Restrictive Physical Intervention* (March 2021).

14.3The actions that we take are in line with government and local authority guidelines on the use of reasonable force (see Restrictive Physical Intervention Policy)

17. Guidance on intervening during fights/disputes/absconding

17.1Through the implementation of this policy, we expect fighting to be an extremely rare occurrence.

17.2 However, if a child does lose his / her temper and become involved in a fight it will be taken extremely seriously. If a member of staff witnesses a fight they must remember:

- Our first duty is to prevent any harm to any pupil.
- The law allows us to use reasonable force to prevent harm.
- We need to set an example to pupils as to how to handle difficult situations.
- To assess the severity of the situation.
- To send a reliable child for additional help, if necessary.
- Verbally to move other children away.
- Verbally separate the children involved – tell them to stop in an assertive voice
- Standing between the pupils may be appropriate to stop the fight.
- It is school policy to intervene and physically prevent a pupil from hurting him / herself or anyone else.
- Quiet discussion away from the scene will follow and the opportunity will be given for pupils to give their side of the story.
- We will always listen to children.

17.3 We will investigate what led to the fight using a Restorative Approach. All parties will individually give their version of what happened, how they felt and what is needed to put it right. When all parties are ready, they will be brought together so that they can see how Care, Challenge, Persevere, Succeed – we are Caldecote!

their actions affected others. They will be given an opportunity to restore their relationship if this is what they all want.

17.4 If a pupil runs out of a class, we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support.

17.5 If a pupil runs out of the school building, staff must monitor their movement within school grounds. Relevant leaders must be informed.

17.6 If a child runs out of the school grounds, headteacher must be informed and parents will be contacted. If they are not at home the police will be informed that a pupil has left school and is at risk. Leaders may search the local area for an absconded child.

17.7 Individual risk assessments will be written and followed for any child who persistently attempts to abscond.

18. Searching, screening and confiscation

18.1 Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for. The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the 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 property of any person (including the pupil);
- tobacco and cigarette papers;
- fireworks;
- pornographic images.

Other items that can be searched for under the school rules are:

- Cigarettes and e-cigarettes;
- Personal electronic equipment such as mobile phones, tablets, smart watches, laptops and gaming machines;
- Lighters and matches;
- Solvents and harmful chemicals.

18.2 For other items and toys from home, permission must be sought from the class teacher prior to the item being brought in to school.

18.3 The only persons able to conduct searches are the Designated Safeguarding Leads and two male members of staff as permitted by the Headteacher. Please see our Searching, Screening and Confiscation policy for more information.

18.4 The headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

19. Suspensions and permanent exclusions

19.1 Only the Headteacher (or the Deputy Headteacher) has the power to suspend or exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently.

19.2 It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this. The Headteacher may suspend or permanently exclude a pupil for behaviour either in school or out of school (including online), if it is deemed serious enough.

19.3 Following a fixed-term suspension, pupils are reintegrated into school on their return and relevant interventions take place to support the pupil.

19.4 If the Headteacher suspends a pupil, they inform the parents/carers immediately, giving reasons for the suspension. They also inform the child's social worker or the Virtual School Head, if applicable. 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.

19.5 The Headteacher informs the LA and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.

19.6 The governing body itself cannot either suspend or exclude a pupil, or extend the suspension period made by the Headteacher.

19.7 The governing body will form an appeals panel if a parent appeals a suspension or exclusion. This panel considers the appeal on behalf of the governors. When an appeals panel meets to consider a seclusion or exclusion, they consider the circumstances in which the pupil was suspended, consider any representation by parents and the Local Authority, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

19.8 Generally, the Headteacher will not suspend a pupil without having followed all the steps in this policy. However, on very rare occasions, should extreme poor behaviour manifest itself consistently, the Headteacher may expedite matters and move more swiftly to exclusion.

(See DfE guidance 'Suspension and Permanent Exclusion' July 2022 for more information.)

20. Monitoring

20.1 The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

20.2 The school keeps behaviour data. Using appropriate records, behaviour analysis is carried out termly by designated members of staff, in order to identify patterns and areas for development in regards to behaviour by groups and gender. The data is used to effectively plan the use of staff, resources and implement relevant training.

20.3 The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

20.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

21. Review

21.1 The policy is reviewed every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1 Behaviour management and sanctions

<p>The school uses the following general strategies or approaches to support behaviour needs:</p> <ul style="list-style-type: none"> • School values-based approach • Restorative approaches • Trauma informed and attachment aware practice • An understanding of adverse childhood experiences (ACEs) and how these may impact on behaviour 			
Level	Pre-sanction support	Sanction	Possible post sanction support
<p>1 All staff, teachers to lead</p>	<p>An approach which is non-threatening (side on, eye level or lower, calm voice).</p> <p>Using positive language, discuss the impact of the behaviour and relate to expectations and school values; use a 30 second script.</p> <p>Check understanding of task Provide a refocusing task e.g., handing out books or equipment; asking a question they can answer e.g. related to task or a different topic, for example, do you have a pet?</p> <p>The 30 second intervention: The longer each negotiation around behaviour takes for few, the less time you can give to the many. Children who behave badly in class will inevitably need more time of your time outside of lessons. Limit formal one-to-one interventions for poor behaviour in class to 30seconds each time. Get in deliver the message, anchor the child's behaviour with an example of their previous good behaviour and get out, with your dignity and child's dignity intact. That is the win-win. It is a carefully planned, utterly predictable and safe way to send a clear message to the child: 'You own your behaviour. Your poor</p>	<p>First Verbal warning Example script: 'this is the first verbal warning – you are not following X value. Please make the right choice and do X'</p> <p>Second verbal warning with clear direction of expected behaviours. Example script: 'This is the second verbal warning – you are still not following X value. I expect you to do X'</p> <p>Third verbal warning with clear consequence. Example script: 'This is the last verbal warning. If you do not do X, you will be sent to X leader.</p> <p>Ignore secondary behaviour e.g. answering back, pulling a face etc.</p>	<p>Restorative conversation with relevant staff member or peers</p> <p>Discussion with the child, including explaining what value they did not follow and the impact of their actions on themselves and others.</p> <p>Reminder of school values and behaviour expectations.</p> <p>Communication with parent or carer – positive discussion with parents and looking at the ways to support the child. Class teacher to lead.</p> <p>Referral to a learning mentor for relevant interventions</p>

	<p>behaviour does not deserve my time. You are better than the behaviour you are showing today (and I can prove it!).</p> <p>A 30 second script: I noticed you are ... (having a trouble getting started/struggling to get going/wandering around the classroom) It was a rule about ... (lining up/staying on task/bringing something into school) you broke. You have chosen to ... (move to the back/catch up with your work at lunchtime/speak to the leader X) Do you remember last week when you ... (arrived on time every day/got that positive praise/received reward point)? <i>That is who I need to see today ...</i> Thank you for listening. (Then give the child some 'take up' time.)</p> <p>A pointy finger, looming presence or sarcastic tone will undermine the technique. Take away every nuance of irritation and every drop of anger fuel, which some children crave. Strip out negative reinforcement and leave the child feeling that they can take control of their behaviour themselves.</p>		
<p>2 Phase leaders and teachers</p>	<p>Allow the child time to refocus and calm down</p> <p>Reminder of school values, behaviour expectations and consequences for non-compliance (a red card)</p> <p>Refer to previous excellent behaviour/learning as a model for the desired behaviour</p> <p>Short conversation outside of classroom</p> <p>Remain with leader X for 10mins and return to class</p> <p>Back in class: use new session – new start approach</p>	<p>If the same behaviour continues, leader will issue a red card</p> <p>Example script: You have continued to not follow X value despite warnings and chances to do X. You now have a red card. You will need to reflect on your behaviour at lunchtime with Leader X.</p> <p>Reflection time with Leader X at lunch time (15mins) – rota</p>	<p>Communication with parent or carer (class teacher)</p> <p>Restorative conversation with relevant staff member or peers</p> <p>Referral to learning mentor</p> <p>Record on CPOMS (class teachers/member of staff/leader)</p> <p>Referral to MHST, ELSA or counsellor/therapist</p>

		<p>If a red card is issued after lunch, reflection time to be completed before the end of the day with HT, DH or SENCO</p>	<p>If teachers experience difficulties with managing a child's behaviour over time, teachers and Leader will have a professional discussion. Leader to assess the situation, provide relevant advice and monitor.</p>
<p>3 HT, DH</p>	<p>Once all de-escalation techniques outlined above have been tried</p> <p>If behaviour X continues, remind about school values, behaviour expectations and possible serious consequence.</p> <p>Refer to previous excellent behaviour/learning as a model for the desired behaviour</p> <p>Decide if the behaviour warrants a level 3 sanction or behaviour can be dealt in a more effective way e.g. restorative conversation (last chance), call to parents/carers</p> <p>Once all the above have been tried or a serious incident occurs such as:</p> <ul style="list-style-type: none"> - Physical or verbal abuse to a child or an adult - Fighting - Proven cases of bullying - Threatening behaviour - Serious damage to property - Serious incident of major disruption e.g. setting off fire alarm, throwing furniture - Any other incidents that the HT deems serious 	<p>If the same behaviour continues, HT/DH will decide on relevant sanction:</p> <ul style="list-style-type: none"> - 3-day report or Personalised Positive Challenge with specific target(s) - Seclusion - Fixed-term suspension and permanent exclusion <p>(see point 16)</p>	<p>Communication with parent or carer (class teacher – for 3-day report; HT for seclusion, suspension and exclusion)</p> <p>Restorative conversations/re-integration meeting</p> <p>Reminder of values and behaviour expectations</p> <p>Feedback and praise for following values</p> <p>Record on CPOMS (class teachers/member of staff/leader)</p> <p>Referral to MHST, ELSA or counsellor/therapist</p> <p>Referral to SEMH team, Education psychologist</p> <p>Alternative provision considered</p>

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Appendix 2 Recognition and rewards

- Reward points must not be given ‘easily’ or ‘in numbers’ – they need to be earned, recognised and celebrated
- Only one reward point can be given at any one time
- Reward points are recorded on Class Dojo using pre-set skills, values and tasks in line with school values and behaviour expectations
- Teachers use the Fantastic Board to support and encourage expected behaviour and values
- School certificate is given to one child in each class at weekly celebration assembly and the name of the child is displayed on the Star of the Week board above Fantastic board in each class.
- Reward Time sessions are awarded at the teacher’s discretion and as agreed with the Headteacher
- A ‘Reward Time’ session (maximum 20 minutes per week) may be allocated by teachers to promote and develop pupils’ positive learning behaviour. Reward Time activities for groups of pupils or the whole class should cater for children’s needs as well as represent an incentive to encourage good behaviour and develop positive learning attitudes.
- If teachers choose to hold Reward Time sessions in their class, these must be planned and managed by teachers to promote school values.

Number of reward points	Recognition and Reward badges
90 reward points	Green Star Badge
180 reward points	Yellow star badge
270 reward points	Red star badge
360 reward points	Blue star badge
450 reward points	Green merit badge
540 reward points	Yellow merit badge
630 reward points	Red merit badge
720 reward points	Bronze badge
900 reward points	Silver badge
1080 reward points	Gold cup badge
1260 reward points	Excellent work badge
1500 reward points	Ambassador badge
2000 reward points	Bronze achiever badge
3000 reward points	Silver achiever badge
5000 reward points	Gold achiever badge
7500 reward points	Privilege card

When a child has received a Privilege Card, they will be able to choose certain privileges. These will be individual to each child and agreed with the class teacher, learning mentor and SEND leader.
The children will keep their badges on their lanyards as they go through school and will take them home with them when they leave the school.

Example script for giving a reward point or a certificate:

Care: we respect each other and our school environment.

- "I saw you helping your friend with their coat, that's a wonderful example of caring for your friend. "
- "Thank you for picking up the litter in the playground, you are showing great care for our school environment. "
- "Your kindness in inviting others to join your game really shows how much you care. "
- "When you waited patiently for your turn, you showed great care for others. "
- "Thank you for caring for the school environment by picking up that piece of paper in the corridor."

Challenge: we are ready to learn; we aim high.

- "You chose a tricky math problem to solve, which shows you're ready to challenge yourself. "
- "I'm impressed with how you're pushing yourself to read harder books, that's what we mean by challenge. "
- "By attempting a new sport, you're really embracing the value of challenge. "
- "I noticed you volunteered for the class presentation, that's an excellent way to challenge yourself. "
- "Trying to learn that difficult spelling word shows you are ready to challenge yourself."

Persevere: we are resilient and we don't give up.

- "I noticed you kept trying even when your drawing didn't turn out right the first time, that's real perseverance."
- "You didn't give up on your science experiment when it didn't work the first time, which shows great perseverance."
- "Well done for sticking with your project until the end, that's what we mean by perseverance."
- "Even though the puzzle was tough, you didn't give up – well done!"
- "I'm proud of how you tried again after your first attempt didn't work, showing true perseverance."

Succeed: we expect the best from everyone; we achieve highly.

- "You reached your goal in reading because you worked so hard, a fantastic success! "
- "Your effort in practicing your spelling words has really paid off, you've succeeded brilliantly. "
- "We all expect the best from each other, and you've shown what success looks like by finishing your project. "
- "Your hard work on your maths test has really paid off, you did an excellent job! "
- "You reached your goal in art, that's a wonderful success!"

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Appendix 3:

The following school values and expectations must be displayed in all KS2 classrooms.

Care: we respect each other and our school environment.

- We talk to each other with respect.
- We take care of school property.
- We walk around the school in a quiet, orderly manner.
- We are courteous to each other.
- We support the well-being of others.
- We understand what makes us the same and value what makes us different.
- We never tolerate bullying, harassment or violence.

Challenge: we are ready to learn; we aim high.

- We have highly positive attitudes and commitment to learning.
- We always strive to do our best from our starting points.
- We take responsibility for our learning.
- We are committed to make progress and achieve highly.





Persevere: we are resilient and we don't give up.

- We are motivated even when we find things hard.
- We learn from our mistakes.
- We always try to improve.
- We support each other to overcome difficulties.

Succeed: we expect the best from everyone; we achieve our goals.

- We have high expectations of ourselves and others.
- We know what we need to do to achieve highly.
- We celebrate our achievements and recognise everyone's contribution.
- We contribute to the life of our school and the wider community.
- We are ready for the next stage in our life and education.

School Values and Rewards

Reward system		What I can earn
<p>Reward Points Following school values: Care Challenge Persevere Succeed</p>		<p>Badges for my lanyard Name on Fantastic board Certificate Name on the Star of the Week board Call to parents Photos displayed on ClassDojo and in school halls</p>
<p>Celebration Assembly Weekly Parents to attend</p>		<p>Parents/carers attend to see me receive my badge Badge presented in front of children</p>
<p>Achievement Certificate Outstanding achievement One child per class</p>		<p>Certificate awarded in assembly Photo displayed in the hall and ClassDojo Name on the Star of the Week board</p>
<p>Reward Time Decided by class teacher For positive learning behaviour and following school values</p>		<p>Whole class reward When, where and what decided by teacher with class</p> <p>Activities promote teamwork, sharing and other positive behaviour</p>

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Your child has been placed on report for not following the school values. Being on report means that your child will miss their break and lunch time with an adult in school. We will use a Restorative Approach to help your child see how their actions have affected other people and how this can be put right.

REPORT

Name:

Date:

The reason for this report:

	Session 1	Session 2	Break	Session 3	Session 4	Lunch	Session 5	Session 6	Signatures
Day 1									
Day 2									
Day 3									

A completed report needs to be taken to the Headteacher / Deputy BEFORE the child can finish their report.

A verbal praise will be given for following set target/s and a reminder will be used to prevent a fail.

Personalised Positive Challenge

Name: _____
Date: _____

What my teacher needs to see:

