BEHAVIOUR POLICY

COLLEGE TOWN PRIMARY SCHOOL

Approved Date	Sept 2026
Approved At FGB	Sept 2026
Date of Next Review	Sept 2027
Statutory	YES
Adopted from Bracknell Forest	NO

1. Aims

Our role as a school is to develop the whole child and to prepare them to be a contributing and positive member of their community both now and in the future. College Town Primary School has chosen to underpin this policy through the general principles of trauma informed/ therapeutic thinking**.** We will model and work towards standards of behaviour embedded in our values of respect, trust, challenge and co-operation leading to excellence.

Trauma informed /Therapeutic Thinking is an approach to behaviour that prioritises the positive experiences and feelings of everyone. When we are using a therapeutic approach, we analyse the root cause of the behaviour from each child's feelings and experiences and our outcome is carefully chosen to promote a resolution focused outcome. We believe positive experiences create positive feelings and in turn positive feelings create positive behaviour.

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
- Outline the expectations 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

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 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- 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

  Restrictive interventions, including use of reasonable force, in schools

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

3. Definitions

Misbehaviour may include but is not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of work in class
- Poor attitude
- Incorrect uniform

Serious misbehaviour may include but is not limited to:

- Repeated breaches of the taught behaviours
- Refusal to follow staff instructions
- Stealing
- Swearing,
- Blatant rudeness,
- Deliberate disobedience or defiance,
- Vandalism
- Behaviour which persistently impedes others from working
- Racism
- Bullying
- Smoking or vaping
- Violence and/or threats of violence
- Sexual violence, sexual assault, or intentional sexual touching without consent
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - 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
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items (see 7.6 below)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

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
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	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)

See the Anti-Bullying Policy for details about how the school aims to prevent bullying and deals with bullying if it occurs.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board.
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with 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 this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour logged on CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3 Teachers and staff

Staff are responsible for:

- consistently and relentlessly implementing and following this Behaviour Policy
- agreeing a classroom behaviour contract with each new class that will allow the teacher to teach and the learners to learn and that will ensure a safe environment for all
- ensure the school's Code of Conduct and lunchtime rules are understood and enforced in their class (see appendix 1)
- explicitly teach the behaviour curriculum- 'Be Ready, Be Respectful, Be Safe' agreed expectations of behaviour (see appendix 2)
- follow the whole school consistent hand signals to ensure no time is wasted and expectations of behaviour are high (see appendix 3)
- have high expectations in terms of behaviour, and strive to ensure that all children work to the best of their ability
- know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons
- inform parents about behaviour and seek their support
- avoid use of confrontational language
- use proximal praise to reinforce expectations
- ensure all children are noticed and receive attention in class
- treat each child fairly and enforce the rules consistently. Treat all children with respect and understanding
- organise the classroom in a way that encourages successful learning by giving attention to:
    1. space for working and movement
    2. seating arrangements
    3. access to materials and equipment
    4. noise levels
    5. routines
- plan activities appropriate to the attainment, maturity and special educational needs of the children
- be aware of safety issues when planning activities
- establish procedures for giving directions about tasks
- plan and respond to individual needs to learn behaviour skills and self-regulation
- provide opportunities for children to develop different kinds of relationships with one another
- allow children to express their views and feelings and seeking to extend their understanding of relationships through the PHSE curriculum
- be consistent and fair when giving praise and relevant and proportionate when imposing sanctions
- ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour

- provide a personalised approach to the specific behavioural needs of particular pupils
- consider the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- record behaviour incidents promptly on CPOMS
- challenge pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents and will ensure that the school environment encourages positive behaviour through being a daily visible presence on the playground, in the corridors, in classrooms, at break times and at events.

5.4 Parents and carers

Parents and carers, where possible, should:

- 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
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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.

5.5 Pupils

Pupils will be made aware of the following at the beginning of the school year and throughout as necessary:

The expected standard of behaviour they should be displaying at school- through the 'Be Ready, Be Respectful, Be Safe' behaviour curriculum

That they have a duty to follow the behaviour policy

- The school's key rules and routines-through the Code of Conduct and lunchtime rules
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated reminder sessions wherever appropriate.

6. School behaviour curriculum

The staff have agreed a set of behaviour curriculum expectations classified as 'Be ready, Be Respectful, Be Safe'-see Appendix 2. These expectations are taught at the beginning of each academic year in an age appropriate way. The expectations are reinforced by all staff around the school and class and whole school assemblies on a regular basis.

In addition, the school staff have agreed a consistent set of hand signals and routines to maximise learning time. These are used by all adults across the school- see Appendix 3

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

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school using a broadly therapeutic approach.

- **Relationships:** invest at the start – children should want to do something because of the quality of their relationship with staff. The more staff know about the child, the more sensitive to their needs they can be.
- **Role modelling:** this is essential e.g. staff must show them how to 'play nicely' by playing with them.
- **Consistency and Routines:** staff need to be consistent as a school in this approach. However, there may be differences between children depending on their individual needs. Remember, equity not equality.
- **Prioritising prosocial behaviour:** children are consistently recognised and acknowledged for the positive behaviour they display in school. This may be due to being helpful, kind or working hard.
- **Positive reinforcement and feedback:** this should be given freely and unexpectedly, and rewards should not be offered as a form of bribery. We are developing the children's understanding of internal discipline verses external discipline. By this, we want the children to show positive behaviours because they know it is the 'right thing to do' rather than because they are going to receive something.
- **Ignoring:** unsocial and low-level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours.
- **Positive language:** tell children what you would like to see, not what you don't e.g. Please walk rather than don't run.
- **Planning educational and protective consequences to difficult and dangerous behaviours:** See below for further information.
- **Restorative Practice:** follow up the behaviour, it's impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences.

Rights and Responsibilities

As part of our school behaviour policy we will ensure that every child has the right to a high quality education through a well-planned and adapted curriculum, and the wider opportunities provided e.g. trips and plays. Where a pupil does not take appropriate responsibility for their actions they may lose their right to remain in class or take part in wider opportunities. As outlined within this policy where behaviour is extreme this could lead to a temporary suspension or ultimately a permanent exclusion**.**

7.2 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.

Please refer to our child protection and safeguarding policy for more information.

7.3 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 reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

We aim to be positive in our approach to behaviour. All members of the school community, both adults and children, play a role in recognising and rewarding prosocial behaviour.

We have no public methods of tracking behaviour that risk creating negative feelings; children cannot publicly see the judgement of staff and we have adopted private levels of praise. Predominantly children expect feedback and verbal recognition or support. For example, a staff member may use the phrases:

- Thank you...
- I really liked...
- That really helped your learning...

- That behaviour really helps us all...
- I've noticed...

Achievements are recognised in the weekly celebration assemblies, recognition scrolls, displays around the school or by informing the parents or the wider community. Staff may also send children to their colleagues or to the Headteacher for additional praise.

7.4 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.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. See Appendix 6 for examples of scripts and phrases for de-escalation.

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

For general classroom behaviours, the Code of Conduct is used which all members of staff follow (see appendix 1). This outlines the behaviours and the appropriate sanctions. Teachers begin with their own behaviour management strategies in the classroom and then the Code of Conduct is followed. A 'Reflect and Reset' form is completed by the child whilst they have 'time in' their own classroom or in another year-group classroom if the behaviour continues. On the rare occasion where this process has not resolved the problem, the pupil will spend time with their Key Stage leader to talk through the situation before returning to class. A restorative conversation may take place between adults concerned and the child after they have settled back in class. On occasion, it may be necessary to remove the child to spend time with the Headteacher- see 8.1 Removal from the Classroom.

In circumstances when a child is behaving unsafely e.g. assaulting a pupil or member of staff, children will be placed in seclusion to minimise risk of harm. This means that they will be guided into the safe space by the teacher. They will remain in the Safe Space until they are calm and ready to communicate. Where a child in seclusion, the adults must continue to ensure their well-being at all times. Any dangerous behaviour must be addressed e.g. climbing on the side etc. A member of staff will remain on the other side of the room ready to assist the pupil when they are calm. After any unsafe behaviour a restorative conversation will need to be held for everybody to explain how the situation made them feel and agree ways forwards. This is important for all people involved. If children are taken to the Safe Space and/or reasonable force is used, a report will be completed by all staff involved and parents will be informed. (See separate Restraint Policy)

Ask restorative questions;

- 'Tell me what happened when…'
- 'How were you feeling when you….?'
- 'Who has been affected…?'
- 'How do you think ……. felt?'
- 'How can you help to put this right?'
- 'How can we make things better for you when you feel like this?'
- 'So, let's practise what we have learnt so that we can do things better next time.'

The Code of Conduct is a very flexible approach to consequences which means that the personal circumstances of the pupil will be taken into account when implementing it.

No whole class consequences or sanctions will be imposed at any time.

Section 8 below deals with more serious sanctions.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. This is outlined further in the Restraint Policy. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

- Committing an offence

Incidents of physical Intervention 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. Children who are at risk of having continued physical intervention will have a risk assessment completed to determine any risk factors and how these can be eliminated

Key members of staff are trained in positive handling and this training will be regularly updated.

7.6 Confiscation, screening and searching

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

See Appendix 4 for details of searches.

Screening

Screening is not routinely in use at College Town Primary

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. Any incidents involving weapons, knives, illegal drugs, extreme or child pornography material will always be handed to the police.

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.

Prohibited items

Prohibited items include, but are not exclusive to:

- Knives or weapons
- Alcohol
- Illegal drugs or drug related paraphernalia
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member 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)

Banned items

The following items are specifically banned by the school rules and can be searched for:

- NUTS / chewing gum
- Sweets including lollipops
- Fizzy drinks
- Energy drinks
- Aerosol cans
- Mobile phones, watches with cameras and Ear/Headphones
- Lighters, matches or any device which creates a flame

7.7 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 or member of the public
- Could adversely affect the reputation of the school

The school's response to this behaviour in terms of strategies and consequences will be in the same way as if it had happened in 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).

7.8 Online misbehaviour

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

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

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

7.9 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 Headteacher 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.

7.10 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

Please refer to our child protection and safeguarding policy for more information.

7.11 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 deemed appropriate.

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Removal from classrooms

As part of the Code of Conduct, a pupil may go to another classroom to complete their learning. This is considered as 'time in' and is an opportunity for them to think about their behaviour and to return to their classroom ready to learn. A Reset and Reflect form will be completed with an adult when the child has returned to their classroom. This will be done at breaktime or lunchtime. If appropriate this will be completed with a member of SLT

However, there are times when, in response to serious or persistent breaches of this behaviour policy, the school may remove the pupil from the classroom for a longer, but still limited, time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

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 regain calm in a safe space

Pupils who have been removed from the classroom are supervised by the Assistant Headteachers or Headteacher.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as 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 class, such as:

- Check ins by, or individual sessions with, the ELSA staff
- Use of teaching assistants for 1:1 support, Bucket Time, movement breaks, sensory circuits etc.
- Individual behaviour plans
- Use of Alternative provision
- Multi-agency assessment

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

8.3 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 headteacher and only as a last resort.

9. Responding to misbehaviour from pupils with SEND

9.1 Inclusion

Reasonable adaptations should be made for children who struggle to make good choices. All teachers are expected to anticipate likely triggers for misbehaviour and put in place preventative support. This may require work with the SENCO and in some cases, the Assistant Headteacher or Headteacher. It is also important to remember that all behaviour has meaning and that a restorative approach can help unpick the reasons for the behaviour rather than a purely punitive approach.

Understanding a person's behaviour is the first step to preventing and reducing behaviour incidents. There can also be a number of reasons for children to struggle with positive engagement, for example: understanding, language, culture, previous experiences, disabilities, attitude, family context, attention span, trust, self-concept to name a few. This can lead to different response, such as: freeze, fight, flight or submit.

There needs to be a tailored approach to supporting children who present with challenging behaviours. This needs to be regularly reviewed with both child and parents. Where necessary, outside agencies may be brought in to support the child e.g. Early Help (with parental consent) and support from the Play therapy and ELSA with parental consent. When children struggle with their behaviour, we are committed to working with both the child and the parents in a variety of ways. Every child is different and unique and we continue to find new ways to support different children in different situations. When children are struggling with challenging behaviours, it is essential for parents to work with the school and outside agencies to address it.

9.2 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 balance their legal duties 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.

- 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
- Training for staff in understanding conditions such as autism
- Use of calm spaces such as tents and quiet rooms where pupils can regulate their emotions during a moment of sensory overload
- Use of Social Stories and scripts- shared with parents for reinforcement at home where appropriate

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account their identified need. Reasonable adjustments will be made if a sanction is required.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) 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. A risk assessment may also be written for the pupil to further support their needs.

9.4 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.

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.

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for 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. This includes information recorded on CPOMs.

12. Training

As part of our CPD, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint (only staff trained to use restraint such as 'Team Teach' will be authorised to do so)
- The needs of the pupils at the school e.g. autism, ADHD
- How SEND and mental health needs can impact behaviour

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following (all recorded on CPOMS):

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, Alternative Provision and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

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.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour information.

The written statement of behaviour principles (appendix 6) will be reviewed and approved by the full governing board annually.

14. Links with other policies

This behaviour policy is linked to the following policies

- Child protection and safeguarding policy
- Anti-bullying policy
- Mobile Phone Policy

Restraint Policy

Code of Conduct

If I am…	I will…
• fiddling with things • distracting people • talking when I shouldn't be • not following instructions • calling out • swinging on my chair	name the problem and problem solve with an adult.
If I continue or I am…	I will …
• refusing to work • not respecting property • answering back to a member of staff • out of my seat • being unkind	go to somewhere quiet in my classroom for ten minutes and complete a 'Reflect and Reset' form
If I continue or I am …	I will …
• being rude and not demonstrating respect	go to another classroom (my teacher will tell me where to go) for ten minutes with work to do and fill in a 'Reflect and Reset' form. I may miss playtime.
If I continue or…	I will …
• my behaviour gets worse • I am ignoring a member of staff • I am swearing	go to the Key stage Assistant Headteacer or Headteacher for ten minutes with work to do and fill in a 'Reflect and Reset' form. My parents will be informed and I might miss playtime.
If I continue or…	I will …
• my behaviour puts myself or someone else in danger • I am involved in fighting • I am verbally abusing or threatening another person	go to the Headteacher. My parents will be informed and I may be sent home.

Play Time Code of Conduct

If I …	I will…
• am not respecting property • answer back to a member of staff • am being unkind	name the problem and problem solve with an adult.
If I continue or I…	I will …
• am being rude, swearing or ignoring a member of staff • hurt someone through rough play	go to a bench or stand with an adult for five minutes while I reflect about what has happened.
If I continue or…	I will …
• I am fighting • my behaviour puts myself or someone else in danger • my behaviour gets worse • I am verbally abusing or threatening another person	be taken to my teacher or member of the senior leadership team. I will miss my playtime and my parents may be called.

Lunch Hall Rules

Remember to say please and thank you.

Only touch and eat your own food.

Follow adult instructions and always show respect.

Use indoor voices.

Make sure you have finished eating before you leave the hall.

Walk out of the hall quietly.

Use cutlery when you are eating – if you need help cutting just ask.

Clear away your own rubbish and pick up anything you drop.

Be kind and sensible in the line.

Stay in your seat until you have finished.

Do not remove food from the hall.

Put your hand up if you need help.

Lunchtime Playground and Field Rules

Follow adult instructions an always show respect.

Remember that we have kind hands (hands off) at all times.

Make sure that all balls and other equipment are put away carefully and not kicked.

Once outside you must not re-enter the building without adult permission.

The only toilets to be used are in the Year 4 corridor for Y3-Y6.

When we are on the field, you must always ask the adult on first aid duty if you can go to the toilet.

When the bell first rings you must stand still. On the second bell you WALK into the line and stand silently facing the front ready to come into school.

You must not bring your own balls to school or take the school's balls home.

When chalk is available draw pictures only, no words. Draw only on the playground not the walls.

Follow the rotas for the adventure areas and MSA.

Always be kind, respectful and safe.

Appendix 2: Behaviour Curriculum-Be Ready, Be Respectful, Be Safe

Be Ready	Be Respectful	Be Safe
• We arrive in school on time. • We wear the correct uniform with pride and have the right clothes for PE. • We make sure we have the right equipment for the day (such as reading book). • We take part fully in lessons and show resilience. • We tidy and organise our own work space and the classroom. • We follow the classroom routines so that we do not waste time.	• We always listen when an adult is talking. • We are good talk partners. • We always listen to others in our class giving ideas and feedback. • We are polite and show good manners to everyone. • We say please and thank you. • We hold doors open for other people. • We use a calm and polite tone of voice. • We respect and value difference. • We look after school equipment and share it. • We look after our workbooks by writing neatly in them and not doodling on them. • We understand that we learn from our mistakes and we respect that others will make mistakes too.	• We stop and are silent when an adult uses ‘team stop’. • We follow instructions- first time- every time. • We sit on all of the legs of our chair and push chairs under the table when we get up. • We walk quietly and sensibly around our school. • We line up in register order quickly and silently. • We know who to go to for help and support. • We stay safe online and outside school. • We use equipment safely. • We have kind hands (hands off) when playing games.

Appendix 3:

Our whole school approach to consistently high expectations of learning behaviours:

No learning time should be wasted. Routines for all aspects of classroom organisation should be embedded with classrooms tidy and resources readily available.

To ensure no time is wasted, we have agreed consistent signals which are used throughout the school:

Signal, pause, insist- hold hand in the air and wait. Do not talk whilst hand is raised other than to say 'everyone stop'. Children raise own hand and stop talking. Children check that partner has seen.

Think, pair, share signal- close hands together like a gate. Teach children good talk partner positions-clearly turn to their partner and look at them. Clear expectations of outcome from the talk task and a clear time frame given.

My turn, your turn signal- needed for choral work where all children are expected to respond. My turn: two hands to chest; your turn: open palms to the children.

One, two, three - to move from the carpet to tables and back again. One- stand, two- move to behind chair, three- sit down without talking.

In addition, there are other clear expectations that we have agreed for all teaching to ensure participation and engagement:

Cold calling- no hands up. Teacher decides who will answer the question.

Timing- there should be a good balance between teacher and pupil talk.

Pace- where an activity should be quick, ensure that it is. Use resources appropriately.

Flexible groupings- move children around so that those who require support or challenge receive it.

Praise- praise positive learning behaviours e.g. I like the way that you used a dictionary to correct that spelling, I like how you used a jotting to check your solution to the problem.

Purpose- start every lesson by discussing the 'big picture' and where the lesson fits into the learning journey. Children should be clear about 'what is in it for me?'- these are the success criteria

Appendix 4: Searching a Pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher 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 is not required urgently, they will seek the advice of the designated safeguarding lead (or deputy) or Family Support Advisor 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 designated safeguarding lead (or deputy) 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.

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.

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 above
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed above), 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 above). 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.

Appendix 5: scripted language

Positive Reinforcement Ideas;

• Non-verbal examples are good for not interrupting the learning e.g. thumbs up, smile, eye contact

• Words of encouragement –Praise for specific, small prosocial behaviours increases the chance of others following e.g. 'I have noticed that …..'

• Peers encouraging each other

• Inform parents – verbally at pick up time, phone call and notes home

• Send to another member of staff to praise prosocial behaviour

• Additional jobs and responsibilities

• Receiving a 'Headteacher's Award to acknowledge positive behaviour by demonstrating skills in learning. (This may be given publicly or privately)

Children should expect and be provided with, feedback on their prosocial behaviour and should be used to having prosocial behaviour recognised. Such acts as picking up litter, holding a door open, being polite etc. are not taken for granted but also not overly rewarded. When children feel safe, liked, praised, rewarded, included, involved, consulted, motivated, heard, rested, successful, accepted, needed, appreciated and nurtured they are more likely to behave pro-socially.

Examples of prosocial Behaviours	
Behaviour	**Positive Phrasing**
Holding open a door	'Thank you so much for holding open the door for me. That is very polite of you'.
Saying 'please' and 'thank you'	'What great manners you have. Thank you for being so polite.'
Sharing with a friend	'What a kind member of the class you are. Thank you for sharing with….'
Comforting a friend when they are sad/hurt/ill	'What a kind member of the class you are. You have really made your friend feel better.'
Helping the teacher or another pupil	'Thank you so much for…It is really kind of you.'
Trying their best with their learning	'Wow, I can see you have worked really hard on…..I feel so proud of you. How does it make you feel?

Unsocial Behaviour				
Behaviour	**Positive Phrasing**	**Limited choice (offer choice twice to allow for take up time)**	**Disempowering the behaviour and/or de-escalating**	**Protective or educational consequence**
Leaving their chair/space without permission	'(name)…you need to stay in your chair/space…' 'who else can I see sitting nicely? 'I can see that you may not be comfortable there but stay seated until we have finished.'	'Are you going to sit on your own or with the group?' 'Would you like to sit on the chair at this desk or that desk?'	'You can listen to the instructions/story from there.'	'We will check you understand how to…. before you go out to break.'

Refusing to complete the work set	‘You worked well with this yesterday. How shall we get started today?’ ‘You can do this. What do you need to help you to get going?’ ‘Can you tell me…/show me …?’	‘Do you need help from a grown up or can you do this on your own?’ ‘Are you starting your work with the words or a picture?’ ‘Which question are you going to start with?’ ‘You can work with a friend or on your own.’ ‘Are you going to start recording it like this….or like this….’	‘I can see you are not ready to start your maths now. You can choose this activity first and choose to finish your maths later.’	Completing tasks ‘later’. Social story to support understanding of completing tasks. If child struggling to access curriculum as it is too hard then look at differentiated curriculum – possibly practical and creative activities to encourage engagement in class see SENCo
Refusal to do PE	‘You did this really well last time.’ ‘You can use your skills from…to help you with …’	‘I can see you are not ready to join in with PE now so you can join in with the middle bit or the end bit.’ ‘Who do you want to work with today? Me or a partner?’	‘Ok, I can see you are not going to change for PE today. Are you going to help me with …job and we will do your PE later?’	‘At breaktime, we will talk about the bits you find difficult in PE.’
Not listening to/ following instructions	‘Well done everyone for following my instructions/doing …Bob, you are normally really good at following instructions, can you show me that super listening now?’ ‘Fantastic listening from…. I like the way you are staying still and listening so you can follow my instructions.’	‘I can see you are not choosing to listen at the moment, would you like me to explain again now or after the lesson?’ ‘Do you want to listen somewhere different?’	‘Ok, you can choose not to listen now and we can go over the information later.’	‘We will check you understand how to…. Before you go out to break.’

Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)	'Look at all the people that are…Can you put that away and show me you are ready to join in?'	'You can choose to do this now or later'. 'I can see you are choosing to read/draw now rather than join in. If you do this… first, then you can draw/read after that.' 'Do you need help from a grown up or can you do this on your own?' 'Do you need me to explain the task to you again?'	'You can choose to do this later if you would like to when the others are doing…?'	'We can check you understand and complete the activity at break time.'
Rocking on their chair	'(Name) Can you please show me your super sitting?' '(Name) Put the 4 chair legs on the floor.'	'Do you want to sit on the chair properly or the carpet?' 'Do you want to sit on your chair properly or come and sit next to me?'	'Ok, you can choose to continue rocking on your chair or you can choose to learn how to sit on your chair later.'	'We may need to practice how to sit on the chair safely at breaktime.'
Calling out and/or talking to a friend	'We are taking it in turns to listen. Who else can I see listening carefully?' 'I know you can do super listening; can you show me your good listening?'	'I can see you are not choosing to listen at the moment, would you like to sit next to me or next to…' 'I can see you are finding it hard to listen at the moment, would you like to write your ideas down on a whiteboard and we can share them in a moment.'	'You can choose to practice this later when the others go out to play if you are struggling now.'	'We can talk through the effect your calling out is having on the rest of the class at break time. Then we can practice what do to instead.'
Playing/fiddling with equipment (Some children may need to do this when listening – if they are not disrupting they may need to be given a fiddle toy)	'Can you show me your super sitting.' 'Can you show me your empty hands/hands in your lap…' 'Just think of the others around you. Your fiddling is going to disturb them.'	'Can you put it on your table or give it to me.' 'Can you sit still or would you like to write some notes while we are all listening?'	'We can talk later about what you might need to help you listen?'	'We can talk through the effect your fiddling/playing is having on the rest of the class at break time. Then we can practice what do to instead.'

Anti-social Behaviour				
Behaviour	**Positive Phrasing**	**Limited choice** (offer choice twice to allow for take up time)	**Disempowering the behaviour and/or de-escalating**	**Protective or educational consequence**
Continued interruptions Aggressive shouting/calling out disruptively Answering back/mimicking	I can see you are upset/cross. Can you tell me what it is you need? 'I can see you know the answer but at the moment it is ……'s turn to share their thoughts. I will come back to you in a minute.'	'We can talk about ensuring others are able to learn when you are ready – who would you like to talk to, me or ……?' 'I would love you to share your ideas. Would you like to write them down while you are waiting so you don't forget them?'	'Do you need to take some time outside of the classroom. I can come and join you in a minute and talk through your feelings.'	'We can talk through the effect your shouting out is having on the rest of the class at break time. Then we can practice what do to instead.' TA support to keep them quiet and on track. Start of lesson in an alternative space to support the learning of others.
Swearing Name calling	'I can see you are upset. We can talk when you are ready.' 'Please tell me what the problem and how I can help. I want to help you.' 'Do you need some time to stop and relax.' 'I think you might be feeling…because of…it is ok to feel…but it is not ok to swear/name calling.'	'When you are ready we can talk here or in the library/office/classroom.' 'We can talk when you are ready – who would you like to talk to, me or ……?' 'If you don't want to talk about it do you want to talk or write about it?' 'Do you need to have some time in … or…before we talk?'	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready).	'We can talk through the effect your swearing/name calling is having on the rest of the class at break time. Then we can practice what do to instead.' 'We need to talk about why these words and not acceptable. We will also talk this through with your parents so they can chat to you at home.' TA support to keep them quiet and on track. The location of the name calling/ swearing would decide the protective consequence. Seek SENCo support.

Refusal to carry out an adult's request	'I can see something is wrong, if you want to talk I will listen – I am here to help.' 'I can see you are upset. We can talk when you are ready.'	'When you are ready we can talk here or in the library/office/classroom.' 'We can talk when you are ready – who would you like to talk to, me or ……?' 'If you don't want to talk about it do you want to draw or write about it?' 'Do you need to have some time in … or…before we talk?'	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready).	'You can complete your activity at breaktime. We will talk this through afterwards.' Have a restorative practice resolution.
Leaving the classroom without permission	'I can see something is wrong, if you want to talk I will listen – I am here to help.' 'I can see you are upset. We can talk when you are ready.'	'Come back into the room when you are ready and we can talk here or with ……. who would you like to talk to, me or ……?' 'You can come and find me when you are ready.'	'I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.' (then ignore until they are ready as long as another person is in the vicinity and the child is safe).	Identify early warning signs for needing to leave Creation of a 'safe space' in the classroom if staying in class is difficult. Create a 'safe space' outside of the classroom so the child can go there if the classroom is too much for them. Adult to check in with them regularly to check on their emotional regulation. Come up with a plan of action to support them. Restorative practice conversation with the class teacher so each person can discuss their feelings on the situation.
Damage to property	'I can see something is wrong, if you want	'When you are ready we can talk here or in the	'I can see you are not happy at the moment. When you	Identify early warning signs a build up of emotions.

	to talk I will listen – I am here to help.' 'I can see you are upset. We can talk when you are ready.' 'You are not safe right now. I need to you be safe. Come away from the objects/put them down.'	library/office/classroom.' 'If you don't want to talk about it do you want to draw or write about it?'	have stopped damaging things we can talk.' (then ignore until they are ready as long as another person is in the vicinity and the child is safe).	Ensure the child is safe and does not require first aid. Make sure the area is safe and secure. Creation of a 'safe space' in the classroom if staying in class is difficult. Create a 'safe space' outside of the classroom so the child can go there if the classroom is too much for them. Adult to check in with them regularly to check on their emotional regulation. Come up with a plan of action to support them. Restorative practice conversation with the class teacher so each person can discuss their feelings on the situation. Assisting with repairs or planning the repairs or tidying up Researching real world implications
Stealing Lying	'It's important for you to be honest with me. Then we can sort this out.'	'When you are ready to return it, you can give it to me or put it in the box/on my table.' 'When you are ready, you can either tell me the truth or write it down.'	We can only sort this out when you are ready to be honest about it.	Research the real-world implications Restorative practice conversation with the class teacher so each person can discuss their feelings on the situation.

		'We need to talk about this. You can either speak to me or talk to …'		The location of the lying/stealing would decide the protective consequence. Seek SLT support.
Leaving the premises/school building	'I am not chasing you. I'll be standing here to make sure you are safe. When you go to (adult) inside, we can solve the problem.'	'I can see there is something wrong. Do you want to come inside and talk to … or …. 'When you come in would you like to go to … or …?'	'(Name), you have left the school premises, so I am going inside to call the police.'	Conversation and exploration- clear boundaries explained e.g. calling the police Create safe space that is available at all times. Adult to check in with them regularly to check on their emotional regulation. Extra measures in place for off-site activities Restorative practice conversation with the class teacher so each person can discuss their feelings on the situation. Identify early warning signs for needing to leave and ensure SLT and office staff are aware of the heightened situation
Physically hurting another child or staff member	'Your actions have hurt me/child's name. Use your words and I will listen.' 'Talk and I will listen.'	'I can see there is something wrong. Do you want to come inside and talk to …or… ' 'When you are ready we can talk here or in the library/office/classroom.'	Change of face for adult support Remove other children from around them	Conversation and exploration- clear boundaries explained e.g. everyone has the right to be safe at school Create safe space that is available at all times. Adult to

				Check in with them regularly to check on their emotional regulation. Extra measures in place for off-site activities. Restorative practice conversation with the class teacher so each person can discuss their feelings on the situation. Rectify what has gone wrong and put it right. Discuss real world implications.

Appendix 6: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

EXPECTATIONS OF PARENTS AND CARERS

We expect adults to set a good example to children at all times, showing them how to get along with all members of the school and the wider community. No members of staff, parents or pupils should ever be the victims of abusive or threatening behaviour from other adults on the school premises or school social media sites. Physical attacks and threatening behaviour, abusive or insulting language (verbal or written) towards staff, governors, parents and carers, pupils and other visitors to College Town Primary School will not be tolerated and will result in the withdrawal of the implied permission to be on school premises. If appropriate, the police will be contacted. Any parent or carer who is asked to leave the school premises will have the right to appeal the decision by writing to the Chair of Governors.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Appendix 7: Reflect and Reset Form

Reflect and Reset Form

What happened before?	
What was the problem?	
How was I feeling?	
What was the impact of my choice?	
What can I do to solve the problem?	
What can I do differently next time?	