

MOSAIC SCHOOLS LEARNING TRUST



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BEHAVIOUR POLICY



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

Staff Responsible:

Head Teacher

Date of Review:

September 2026

Reviewed by:

Head Teacher

Date of Next Review:

September 2027

SUMMARY OF CHANGES

Date	Change
September 2024	New policy
November 2025	Additional wording included for supporting staff with behaviour and SEND adaptations.
March 2026	Updates from Trust Added
September 2026Updates	Updated Sections from Trust completed. Have completed DFE Compliancy Check.

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1. 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
- Create a collaborative approach to behaviour so all staff feel supported and protected in behaviour management approaches
- Establish a whole-school approach to maintaining good behaviour and relationships that reflect the values of the school
- Outline the expectations, positive reinforcements and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2026](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy takes into account:

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

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

3. Definitions of misbehaviour

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

Misbehaviour is defined as:

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

Examples of some **misbehaviours** are:

- Frequent or constant chatting

- Calling / shouting out in classrooms or around the school
- Unfinished or unacceptable work due to time wasting
- Not looking after resources, equipment or furniture carefully
- Not sharing or co-operating
- Thoughtless “rough” play
- Interrupting the teacher / teaching
- Running in the classroom / corridor /through the school
- Name calling

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items.

Statutory Prohibited Items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Tobacco and cigarette papers, vapes or vaping/smoking equipment
- Stolen items
- Fireworks
- Pornographic images
- Any article a member of staff reasonably suspects has been, or is likely to be used, to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Items not allowed in School:

- Phones (excludes Year 6 children walking to and from school – see Mobile Section for protocols.)
- Smart watches
- Electronic devices such as gaming consoles, radios, walkie talkies, cameras, I – pods.

Some examples of **serious misbehaviours** are:

- Persistent refusal to accept school, class or playground rules, or authority of adults

- Extremely disruptive behaviour which prevents other children from learning and compromises their safety and welfare
- Spitting, biting and other forms of violent behaviour towards other children
- Physical or verbal aggression towards a member of staff/ adult
- Repeated bullying, identity-based bullying or prejudice-related incidents including religious intolerance, transphobia, biphobia, etc.
- Serious damage of property
- Possession of any prohibited items.
- Inappropriate online behaviour e.g. any type of recording / taking photos of children or adults on own devices in school premises, inappropriate messaging to peers.

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

- Verbal bullying behaviour- this is the repeated, negative use of speech, sign language or verbal gestures to intentionally hurt others e.g. using hurtful words, discriminatory or offensive language or swear words
- Indirect bullying behaviour- this is the repeated, negative use of actions which are neither physical nor verbal to intentionally hurt others e.g. spreading rumours, purposefully excluding another person, damaging or stealing someone’s property or cyberbullying. This can also occur through a third person.
- Physical bullying behaviour – this is the repeated, negative use of body contact to intentionally hurt others e.g. kicking, punching, slapping, and inappropriate touching or spitting.
- Cyber or Online Bullying behaviour – these are unacceptable behaviours expressed online or via chat groups. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps and sending offensive or degrading photos or videos. This includes the use of AI tools and generative AI to create fake or manipulated content (deepfakes) to bully, harass or humiliate others. Deepfakes can include videos, photos or audio recordings that appear real but have been created or altered using AI technology.
- Prejudice based bullying behaviour – is unacceptable and rude comments or actions directed towards peers or their family members, gender, sexual orientation, age, disability, gender reassignment, race or religion or belief. Bullying can include name-calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- Sexual harassment and sexual violence – this includes unwanted conduct of a sexual nature, including sexual comments, jokes, online sexual harassment, sharing of nude or semi-nude images, upskirting, and any form of sexual violence.
- A form of child-on-child abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.

Incidents that are connected to bullying may occur on the school premises; during off- site educational visits or sporting events or on the way to and from school. The school will act upon incidents of cyber bullying, regardless of whether messages have been sent on or off the school premises.

Details of our school's approach to preventing and addressing bullying are set out in the Anti-Bullying Policy available on the school website.

5. Roles and responsibilities

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

Pupils

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

- show strong learning behaviours
- behave well in school and when travelling to and from school and on school trips
- recognise that the school is part of the wider community
- take responsibility for their own actions
- respect difference and individuality
- ask questions to further knowledge and curiosity

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards and positive reinforcements for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

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

Staff Conduct and Behaviour Culture

Staff are expected to implement this Behaviour Policy consistently and to model the standards of behaviour, respect and professionalism expected within the school community. Expectations for staff conduct are detailed in the Staff Code of Conduct. Leaders will provide appropriate support, training and challenge to ensure consistency in behaviour management across the school.

Staff will:

- be positive role-models
- develop positive relationships with every child
- treat pupils as individuals and get to know pupils and respect taking into account their background and any SEND which may impact on their behaviour
- understand the nature and impact of trauma and negative life experiences
- develop an understanding of what children are trying to communicate through their behaviour
- ensure all children have a voice and that their opinion is respected
- engage positively with parents/carers

- be consistent, reflective and adaptable
- ensure that the relevant supportive strategies/interventions are in place to support communication and positive behaviour management

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Behaviour records will be maintained in accordance with the school's Data Protection Policy and UK GDPR requirements.
- Challenging pupils to meet the school's expectations.

The Head Teacher

The Head Teacher is responsible for:

- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour and are supported to do so.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Parents and carers

We ask parents and carers to:

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

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

The Local Governing Body

The local governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation.

6. School Behaviour Curriculum

How do we promote expected and excellent behaviour?

Our approach is based on our understanding that positive actions are more effective than negative ones.

We follow the Five Pillars of Practice:

- Consistent, calm adult behaviour
- First attention to the best conduct; Expected behaviours
- Relentless routines
- Scripting difficult interventions
- Importance of repair - follow up with a restorative type conversation

Three Expectations

We have three expectations that are at the heart of our approach to behaviour. We reinforce and promote these expectations throughout the school: in our classrooms, assemblies, lunch hall, play grounds and corridors.

Be Ready

Be Kind

Be Safe

We teach the children across the school what it means to be Ready, Kind and Safe. All of our behaviour expectations refer back to these three expectations which make up three of our six **Raglan Character Virtues**:

KIND READY SAFE RESILIENT INDEPENDENT CONFIDENT

Adult Behaviours that we have agreed:

- Meet and greet each pupil at the classroom door
- Refer to 'Ready, Kind and Safe' when talking to children about behaviour
- Be fair and consistent
- Give first attention to the best conduct
- Model positive behaviours and actively build relationships
- Listen to pupils
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use the class recognition board consistently
- Use positive praise throughout the lesson
- Be calm and give 'take up time' when going through the stepped boundaries. Remember prevent before sanction and consistency not severity

- Follow up every time, ensure you discuss with pupils and listen to what they have to say
- Never ignore or walk past pupils who are behaving badly
- Use the language of 'expected' behavior and 'unexpected' behavior; (not poor / bad choices and good choices.)

Routines that we have agreed:

- **Courtesy and good manners.** Pupils are recognised for showing good and expected manners through their words, actions and body language and for showing courtesy consistently to all peers and adults in school
- **Focusing quickly when asked.** Adults will use a range of techniques to gain attention of a group of learners, appropriate to the lesson or environment. These are explained to the pupils then positively reinforced.
- **Calm, orderly transitions.** High expectations are set by adults and then relentlessly reinforced. 'This is the way we do it here' – 'legendary lining up', 'wonderful walking', holding doors, and 'super-sitting.' Pupils are expected to manage transitions independently during less structured times of the day.
- **High quality environment that is organised and tidy throughout the school.** All staff and children have a responsibility to ensure the environment is the best it can be. Useful or beautiful is the school mantra. Displays should reflect our core values and expectations and have positive images of our learners.
- **Wear school uniform with pride.** Pupils are encouraged to show their sense of belonging to the school community by wearing the correct school uniform and PE kit.

First Attention to the Best Conduct

Regular praise and encouragement of expected behaviours is part of the school ethos.

All staff are committed to recognising and promoting 'expected behaviours' and, behaviour that goes 'above and beyond'. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward. We notice excellent behaviour, comment on it and, where appropriate, share it with others.

'Well done, Year 3 – you are all lining up so quietly and sensibly in the way that we would expect you to'

- Weekly Achievement Assemblies in KS1 and KS2;
- Praise;
- Stickers and certificates;
- Star of the Week;
- Showing learning around the school;
- Sharing with parents/carers in verbal and written form;
- Team Points
- Name on recognition board
- Additional individual class reward systems.

Through our curriculum children are involved in stories, assemblies, planned activities, learning opportunities and games which teach them about good and appropriate ways of behaving.

Raising Self Esteem

Children whose behaviour distracts them or others from their learning are often unhappy, may feel insecure and have low self-esteem. We aim to raise the self-esteem of each child by:

- Knowing and using their preferred names
- Knowing their family connections and something of their life outside school
- Avoiding stereotypes and stereotyping

- Having high expectations of each child
- Making time to talk to individuals
- Ensuring that mistakes are dealt with and then forgotten
- Being seen to deal evenly and fairly with all children
- Noticing and responding to a child in difficulty
- Listening carefully to both sides of a story where there is confusion or disagreement before making a decision
- Apologising when we make mistakes
- Planning group and class activities designed to promote self esteem

Talking it through – Language and Micro Scripts

We talk with children either individually, in a group or as a whole class about behaviour expectations. Each class has a weekly circle time session which can be used to remind children about behaviour expectations and discuss different types of behaviour which may be causing difficulty for an individual child or a group of children. Teachers may also use this time to teach children specific strategies for problem solving and managing conflict. It is important to stay calm when dealing with challenging behaviour. We use scripted, consistent conversations when talking to children, which give a clear message and remind them that they are responsible for their behaviour.

Language and Microscripts for Intervening with Behaviour

- Show me what ready/kind/safe behaviour looks like in the classroom/playground
- Thank you for showing me that you are ready
- I understand...(that you are angry/upset)
- I noticed you are...(having trouble getting started, wandering around the classroom)
- I need you to ...(come with me so that we can talk and resolve this properly)
- Maybe you are right...(maybe I need to speak to them too)
- I know you will make the right decision
- The choice is 'unexpected'...or...not what 'we'd expect' The consequence will be..... I'll give you some thinking time
- How can you show me that you are ready/kind/safe
- Do you remember last week when you ...(arrived on time every day)
- Whenever you are ready to talk, I am here
- That behavior is 'unexpected' because it.....
- I would hope that you would show me the 'expected' behavior which is...

It is important to try to give children what they need, rather than what they 'deserve'. Children are usually trying to communicate something by their behaviour. Most children need people not punishment. They need to feel safe and they need to know that all adults will deal with things in a consistent, predictable and fair way. Children need boundaries to feel safe. If a sanction is necessary we focus on the primary behaviour and try to ignore subsequent behaviours until later. Once the child is calm, secondary behaviours will be addressed.

Supporting Each Other

A key aspect of our policy is helping the children to understand how they can support each other with their behaviour. Children support each other in a number of ways:

- Modelling appropriate behavior
- Showing disapproval of unexpected behaviour;
- Children mentoring one another;
- Children as playground leaders;

- Class council;
- School council;
- Circle time.

We expect children to:

- Behave in an orderly and self-controlled way
- To talk to polite and courteously to, and show respect to all members of staff, visitors and each other
- In class, behave in a way that makes it possible for them and all other pupils to learn well
- Show respect for others and their personal space
- Accept responsibility for their own behaviour
- Move quietly and safely around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school and online
- Be honest
- Be understanding of and respect each other's culture and behaviour and differences
- Listen effectively to other people

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

Mobile phones and Smart watches

Mobile phones can only be brought into school by pupils who walk to and from school independently in Year 6 or, require a device for medical monitoring reasons. Mobile phones are handed to the class teacher at the beginning of the day. These are stored in a secure location and children have no access to these during the school day. At the end of the day the teacher hands the phone back to the children that have these.

Smart watches are not allowed in school. This is because they can send and receive text messages.

Walking To and From School Independently

Children in Year 5 and 6 only who have permission (and whose parents have completed the Independent Walking to and From School Form) are permitted to bring a mobile phone into school. Mobile phones are handed in on arrival, kept in secure location by the class teacher, and returned to pupils at the end of each day.

If children are not independently walking to and from school then they are not allowed to bring a mobile phone into school.

NB: The school strongly advises that Year 5 children are too young to walk independently to and from school. Ultimately this is parental choice.

If phones are misused by children walking to and from school then they are subject to consequences for these actions. Depending on the severity of the incident and should it compromise the safety of the mobile user and / or other children this could result in suspension or permanent exclusion; where proportionate and following consideration of the individual circumstances

Mobile phones will be switched off upon arrival at school handed into the class teacher and these will be secured until the end of day.

Mobile phone use by pupils is not permitted on school trips or residential. There are systems in place should parents of children need to be contacted on these school activities.

Medical Use and Mobile Phones

Mobile phones are also allowed for medical reasons, for example electronic and digital remote diabetic monitoring, in which case the pupil will keep the phone with them at all times. This will form part of the professionally written medical Care Plan.

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

7. Responding to behaviour

Classroom management

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

- Teachers aim to know the children as individuals, their personalities and interests and who their friends are.
- They promote a positive classroom and learning atmosphere.
- Teachers and children have high expectations of themselves and each other, displaying positive role models
- Staff model the standards of courtesy that we expect from the children
- We aim to praise the positive actions of children more frequently than commenting on the negatives.

They will:

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

Safeguarding

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

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

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

Responding to Good Behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and / or reward. Each class uses a 'Recognition Board' across the day. These are linked to classroom rules and in upper Key Stage 2: The Raglan Character Virtues. The use of the recognition boards provides the opportunity for the staff to reinforce the school's culture and ethos. We feel it

is important for all children who USUALLY behave to be recognised, celebrated, praised and encouraged rather than only to comment on the behaviour of those who often fall short of behavioural expectations.

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

Team Points

On entering Year 1 children are placed in one of 4 teams where they remain throughout their time at Raglan. Team Points are awarded in recognition of specific good behaviour, positive contributions to the school environment and good effort with their learning. In weekly Key Stage Achievement Assemblies, the coloured ribbon on the Team Cup is changed to reflect the winning team each half term. All members have a celebration 'Colours Day' the first Friday of each half term. All staff members can award Team Points to any child "caught" doing something good in school.

Team Points Scale:

Teachers and Support Staff: Maximum of 2 to be awarded for any one positive behavior.

Senior Leaders: Maximum of 3 to be awarded for any one positive behavior.

Head Teacher: Maximum of 5 to be awarded for any one positive behavior.

Special Circumstances Team Points Scale:

- Half Termly Head Teacher Certificates: 20
- Termly 100% Attendance: 20
- Class Star of the Week: 10
- Participation in Crystal Palace Cross Country Event (KS2): 15
- School Cross Country and Sports Day Events:

1 st Team = 100
2 nd Team = 75
3 rd Team = 50
4 th Team = 25
- Any charitable act that children have participated in on behalf of the school that has brought a positive impact on the community: 15
- Participation in external musical / art / performing art events where children have represented the school: 15

Star of the Week, Celebration Assembly and Promoting our Raglan Character Virtues

Each week class teachers reward an individual pupil for being the 'star of the week.' This is related to the weekly school Raglan Character Virtue. (This happens on a Friday.)

On Monday each week children in Key Stage 1 and Key Stage 2 have celebration assembly. This is where weekly certificates (that relate to the previous Friday's Star of the Week) are awarded to the children who were recognised by their class teachers for demonstrating the previous week's Raglan Character Virtue focus.

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

Responding to misbehaviour

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

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

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

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

The school uses a five step 'Consequence and Restorative Justice' approach to managing misbehaviours.

1. **Reminder** : A reminder of the expectations; Kind, Ready, Safe. Legendary Lining up and Wonderful Walking (delivered privately wherever possible). The adult makes them aware of their behaviour and the learner has a choice to do the right thing. Repeat reminders if reasonable adjustments are necessary. The aim should be to keep things at this stage.
2. **Caution**: A clear verbal caution delivered privately to the learner ensuring they understand the behaviour that is required and the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous conduct to show that they are able to make good choices.
3. **Last chance**: The pupil is asked to speak to the adult away from others; they are given a final opportunity to engage. Offer a positive choice and refer to previous examples of good behaviour. Use the scripted intervention and attach 'Stay behind for two minutes after class' to this step. This is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.
4. **Consequence**: **The process for consequences can be found as Appendix 3. The consequence is determined by the threshold of the negative behavior elicited. Consequences could include** a short time outside of the class, in another class, at a reflection table or at the side of the playground. It is an opportunity for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5. **Repair**: This might be a quick chat at break time or a more formal restorative conversation, using the type of questions below:
 - Can you tell me what happened? What were you thinking at the time? Can you explain how you were feeling? What are you thinking/ feeling now?
 - Who has been affected or harmed by what happened? How?
 - What needs to happen to make it right and repair the harm?
 - If the same thing happened again, what could be done differently?

The school may use 1 or more of the following consequences sanctions in response to unacceptable behaviour:

- A verbal warning and reminder of the expectations of behaviour
- A change of environment
- Expecting work to be completed at home, or at break or lunchtime
- Thinking / Reflection Time (or similar) at break or lunchtime
- Referring the pupil to a senior member of staff
- Letter, emails or phone calls home to parent /carer s
- Agreeing a consistent Behaviour or Pastoral Support Plan
- Internal Isolations
- Removal from the classroom
- Suspension
- Permanent exclusion in the most serious of circumstances

Appendix 2 defines levels of misbehaviour and details appropriate consequences and sanctions at each stage.

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

Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

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

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

Searching and confiscation

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

Confiscation

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

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

Searching a pupil

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

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

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

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

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the Head Teacher and / or the Deputy Head Teacher (or Assistant Head Teacher in the absence of either the HT or DHT), to try to determine why the pupil is refusing to comply.

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

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

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

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

‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

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

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

Support after a search

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

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

Strip searches

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

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

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

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

Communication and record-keeping

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

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

Who will be present?

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

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

Off-site misbehaviour

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

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

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

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

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

Online misbehaviour

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

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

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

Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the Head Teacher will make the report, (or the Deputy Head Teacher if the HT is absent.)

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

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

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

Malicious Allegations

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

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

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

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

8. Serious sanctions

Removal from Classrooms and Playground

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

Pupils who have been removed will continue to receive education or break time under the supervision of a member of staff. This education or break will be meaningful, but it may differ from the mainstream curriculum, or what children are doing at a break / lunchtime.

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

Removal can be used to:

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

Pupils who have been removed from the classroom or playground are supervised by one of:

- Head Teacher
- Deputy Head Teacher
- Assistant Head Teacher / SENCO
- EYFS Leader
- KS1 Leader
- Upper KS2 Leader
- Middle Leaders
- Learning Mentor and Family Liaison Officer

This can be for a time period of up to one hour.

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

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

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

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class

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

Suspension and Permanent Exclusion

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

The decision to suspend or exclude will be made by the Head Teacher and only as a last resort. Refer to Exclusion Policy

9. Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

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

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

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

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

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

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

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema / medical needs
- Training for staff in understanding conditions such as ASC or ADHD
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Sensory diet in place for all in the classroom
- Adaptive teaching in place to include additional scaffolding, chunking and ensuring work is appropriate for the child

Adapting sanctions for pupils with SEND

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

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

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

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

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

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

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

The school will liaise with Lewis Teasdale Head of Services SEND London Borough of Bromley:

Lewis.Teasdale@bromley.gov.uk

10. Supporting pupils following a sanction

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

This could include measures like:

- Reintegration meetings
- Daily contact with the nominated Middle Leader / Senior Leader / DHT or HT
- A target card with personalised behaviour goals
- Exploring specialist support from external services, where appropriate

11. Pupil transition

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

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

12. Training

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

13. Monitoring arrangements

The school will collect data on the following:

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

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

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

14. Links with other policies

This behaviour policy is linked to the following policies:

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

Consequences of Behaviour Breaches Appendix 1

Yellow Stage 1 and 2

Yellow Stage 1

Yellow Stage 1 – Inappropriate Behaviour

Low level behaviours may include:

- talking at inappropriate times, including interrupting adults
- not following instructions
- not being ready
- disruption of others learning/focus
- disruption through noise/movement
- one off incident of making a poor choice
- displaying an insolent attitude towards adults
- thoughtless rough play
- not sharing and cooperating
- not looking after resources or classroom equipment
- isolated breach of protected characteristic

Yellow Stage 1 Consequences

1. Reminder of reinforcement of positive expectations for individual
2. Caution/warning/choices of potential consequence
3. Consequences:
 - Re-locate to a focussed or different area of the classroom
4. Repair (talk to the child) at appropriate/convenient time.

Yellow Stage 2

Yellow Stage 2 – Persistent Inappropriate Behaviour

Persistent examples of the below:

- talking at inappropriate times, including interrupting adults
- not following instructions
- not being ready
- disruption of others learning/focus
- disruption through noise/movement

- one off incident of making a poor choice
- displaying an insolent attitude towards adults
- thoughtless rough play
- not sharing and cooperating
- not looking after resources or classroom equipment
- graffiti
- second breach of protected characteristic

EYFS

- Move child to partner classroom
- Reflection with a timer (5 minutes)
- Speak to parents at the end of the day about classroom behaviour.
- Repair

KS1

- Move child to partner classroom
- Reflection with a timer (5 minutes)
- Speak to parents at the end of the day about classroom behaviour
- Repair

KS2

- Move child to partner classroom
- Reflection with a timer (5 minutes)
- Speak to parents at the end of the day about classroom behaviour
- Repair

Stage 2 persistent behaviours should be recorded on Safeguard – All DSL team to be tagged in recordings.

It is the class teacher's responsibility to look at safeguard to identify any trends or repeated prevalence of unexpected behaviours before making a SEND referral. When making the SEND referral, teachers should make explicit reference to the evidence base on safeguard. Teachers must note that not all behaviour is for SEMH reasons. Staff should carefully consider whether behaviour may be influenced by identified or unidentified needs whilst recognising that not all behaviour is directly linked to SEND. Teachers should not be presumptuous that persistent behaviours are solely SEMH based. If in doubt; teachers should discuss the persistent behaviour with a member of the SLT and / or Learning Mentor (All are Lead Behaviour Professionals) to determine next steps.

If there is no improvement for expected behaviours in Stage 2 as a result of the Stage 2 consequences, then the application of Stage 3 consequences will be accessed.

Orange Stage 3 – Continual and deliberate Stage 2 behaviours are elicited.

1. Consequences dependent on key stage, as below
2. Child will have a consequence with MET in 'Reflection' during break/lunch time
3. Repair (talk to the child) – This needs to be the adult concerned.

Orange Stage 3 Consequences

EYFS

- Move child to partner classroom
- **Reflection Time at break or lunchtime with MET**
- Speak to parents at the end of the day about classroom behaviour
- Class teacher to record on safeguard, with narrative, and tag all DSL (SLT) and MET team leader

KS1

- Move child to partner classroom
- Time taken from play time/lunch time (within classroom)
- Speak to parents at the end of the day about classroom behaviour.
- **Reflection Time at break or lunchtime with MET**
- Class teacher to record on safeguard, with narrative, and tag SLT and MET team leader.

KS2

- Move child to partner classroom
- Time taken from play time/lunch time (within classroom)
- **Reflection Time at break or lunchtime with MET**
- Speak to parents at the end of the day about classroom behaviour
- Class teacher to record on safeguard, with narrative, and tag all DSL (SLT) and MET team leader
- Not representing school in extracurricular activities
- Removal of privileges/responsibilities for a fixed period of term.

NB: If there are a series of unexpected behaviours after lunch in class, (and Stage 2 threshold is exceeded) then the child will have **Reflection Time** the next day.

Reflection Time with Middle Leader (MET)

EYFS and KS1

Class teacher will bring the children to the middle leaders' room at 1 pm. The member of MET will return the children to the relevant classroom at 1.15pm.

Names of children in 'Reflection' to be recorded in central document. This will be reviewed at the start of MET meetings and referrals for individuals will be made to Learning Mentor.

NB: Logistics of EYFS and KS1 time out – staggered lunches, where it happens and when it happens.

Teacher to inform MDS which children will need to be in time out. These children go to the studio with a timer, after they have eaten lunch. Teacher needs to consult with our Learning mentor about a possible referral to them for additional support from them.

EYFS and KS1 teachers will write the names of the children in a central book during the morning. Once these children have completed their time out, they will be ticked off and released from the studio.

*** This means that children will have their consequence BEFORE they get to play.*

KS2

Class teacher will take children to Golden Eagles room (Room 5), where there will be member of MET on duty between 12:15 - 12:30. Children will be dismissed to playground by MET member.

Names of children in 'Time Out' to be recorded in central document. This will be reviewed at the start of MET meetings and referrals for individuals will be made to Learning Mentor.

Non-compliance in Reflection Time with MET

If children refuse or leave the Reflection Time:

1. MET member to record in spreadsheet on the column for non-compliance and call SLT
2. Intervention from SLT and/or Learning Mentor
3. Parents called at end of day by SLT and/or Learning Mentor to be informed of the child's action and what the strategy will be for the next day
4. SLT and/or Learning Mentor discuss with class teacher strategy for next day after call with parents
5. Consequence to be revisited on following day

If child does not complete consequence the following day:

6. SLT/Learning Mentor to arrange and formally meet with parents and consequence to be revisited

If child still does not complete consequence the following day:

7. Parents informed of fixed term consequence. Such as: lunch time isolations; internal isolation or suspension (proportionate to the behaviour).

Red Stage 4 and 5

Red Stage 4

Red Stage 4 - Behaviours with intent to verbally and physically harm or actually cause harm.

Any one of the behaviours (either isolated or persistent) with intent could result in an immediate stage 4 or stage 5 consequence, (this includes suspension.)

Behaviours will be recorded on Safeguard, and inform SLT and Learning Mentor (DSL Team.)

Severe Unexpected Behaviours may include:

- Comments directed to another person, spoken with intent and understanding, that are: racist, homophobic, sexist or discriminatory against a faith/ culture/ language/ country of origin/ disability, bi-phobic or transphobic
- Threatening language or actions
- 'Banter' - When is a joke not a joke?
- Swearing or rude gestures directed at a person
- Shouting or being verbally aggressive to another pupil or adult
- Causing more serious physical harm to another pupil or adult
- Actions that could cause danger to self or others; and refusing to comply with adult instructions
- First instance of intentionally inappropriate behaviours e.g: toilets/playgrounds that causes emotional or physical harm.
- Intentional misuse of devices/technology such as mobile phones
- Inappropriate behaviours consistently repeated after adult intervention
- Dangerous behaviour [e.g. throwing stones, climbing the fence, absconding]
- Spitting
- Biting and other forms of physical assault
- Fighting
- Stealing
- Refusing to do what an adult has requested
- Answering back aggressively
- Damaging schools and other children's property deliberately
- Graffiti – with the intention of offending or contravening the protected characteristics.
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments – including sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Inappropriate online behaviour that causes offense and upset to other

Red Stage 4 consequences may include:

- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents by SLT

Inclusion leader, Learning Mentor, Head Teacher and Class teacher have discussion about:

- BTA gateway referral to be made if child does not have EHCP – the referral will be made if there is an historic pattern.
- Referral to Local Authority Complex Needs Team must be made for child with EHCP
- Consideration of implementing behaviour support plan with parents, child and SLT
- Consideration of risk assessment and/or positive handling plan.
- Suspension

Red Stage 5

Red Stage 5 - Repetitive behaviour with intent to physically, verbally or emotionally harm or; one off behaviour breach that is severely breaches behaviour and health and safety thresholds.

Stage 5 is repetitive incidences (or one off severe and significant) of behaviours that show intent to physically, verbally or emotionally harm staff and pupils. These breach the health and safety of staff and pupils.

There are more serious examples of inappropriate behaviours which, whilst we do not expect to see them, we must recognise do exist.

Examples of this would be:

- Persistent refusal to accept school, class or playground rules, or authority of adults
- Extremely disruptive behaviour which prevents other children from learning and compromises their safety and welfare
- Violent behaviour towards other children which does not improve after intervention
- Purposeful physical or verbal aggression towards a member of staff/ adult
- Extremely violent behaviour resulting in injury
- Serious damage to school building
- Possession of any prohibited items.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Over the counter drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes (empty or full)
- 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)
- Repeated or more serious incident of stealing
- Repeated or more serious damage to school or another person's property
- Repeated comments directed to another person, spoken with intent and understanding, that are racist, homophobic, sexist or discriminatory against a faith/ culture/ language/ country of

origin/ disability, bi-phobic or transphobic (anything that breaches the protected characteristics).

- Bullying behaviours – repeated, intentional harmful words or actions directed at one person or a group; encouraging others to join in with such actions
- Sexualised/simulated sexualised behaviours towards other pupils
- Sexual harassment, such as sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of explicit content.

Red Stage 5 Consequences may include:

- BTA gateway referral to be made if child doesn't not have EHCP
- Referral to Local Authority Complex Needs Team must be made for child with EHCP
- Break and lunch time isolations
- Child will be placed on behaviour support plan – agreeing a behaviour and risk assessment
- Positive Handling Plan (where appropriate and proportionate)
- Internal isolations for fixed period because child has been removed from classroom
- Suspension
- Permanent Exclusion (PEX) (This will require a convening of the school's governing body to discuss and either 'ratify' or 'overturn' the PEX.) The Trust will need to be informed immediately of the PEX. All processes conducted will be in line and accordance with statutory requirements.

The Restorative Process Appendix 2

*** If child has SEND or attending after school club, then parents will need to be contacted by phone or email on the same day that stage 2 behaviour and restorative process takes place. Shifted from below**

Stage 1 – Restorative Process

Adult to remind children of the expected behaviour, with reference to the Raglan character virtues. This needs to be phrased as a question. For example:

- What happened...
- What would happen if...
- If you hadn't ... then ...
- Can you explain how the other person is feeling now...

Stage 2 – Restorative Process

When child returns to their classroom, adult to discuss reflection time and remind child of the expected behaviour, with reference to the Raglan character virtues. Child to apologise to anyone impacted by behaviour. Discuss target/next steps for behaviour with child, tied to character virtues. Child to be present when class teacher speaks to parents after school to share targets/outcome of process.

e.g:

Child has been disruptive at a stage 2 level and had a 5 minute reflection in partner room. When the child returns to classroom, an adult to remind them of being ready to learn and setting a goal for the next session/day for being ready to learn.

Stage 3 – Restorative Process

Reflection at break or lunchtime with MET

Child to explain to the MET member of staff why they are at time out. If this is not possible due to child's needs, the adult that brings them will need to communicate this to the MET member of staff.

KS1 – Children to sit quietly and reflect on behaviour. Children to then be present at end of day, when conversation is had with parents. This should explain the child's behaviour and consequence, whilst stating the expectations clear for the following day.

KS2 – Children to complete the restorative document to take with them back to their teacher and have the restorative conversation and make any needed apologies after lunch. Once this is complete, the teacher hands the document to Sam Collins. Children to then be present at end of day, when conversation is had with parents. This should explain the child's behaviour and consequence, whilst stating the expectations clear for the following day.

KS2 restorative document to be collected and completed by child:

- 1. What were my actions that caused harm to others?**
- 2. How did it make them feel?**
- 3. What decisions should I have made that kept me and others safe?**
- 4. What do I need to say to the person(s) I hurt?**

Stage 4 – Restorative Process

Any one or more of:

- Expecting work to be completed at home, or at break or lunchtime
- Write a letter of apology to whoever has been impacted by their stage 4 behaviour
- Mediation – led by members of SLT - between person that carried out the behaviour and the person/people impacted by their behaviour. This may also involve parents.
- Meeting with parents to agree and discuss next steps

Stage 5 – Restorative Process

Suspension

Following suspension, there is a re-integration restorative meeting with Head Teacher, parents and child.

Discussing their support plan and their agreed targets for their return to class.

Agreed behaviour plan and risk assessment to be completed between school and parents. This may include a positive handling plan.

If there has not been a referral made to BTA/ Complex Needs Team, part of the restorative process will include the relevant referral.

Permanent Exclusion

If the local governing body uphold the PEX, (and if any subsequent parental appeal is not upheld), school will need to liaise with local authority to establish education provision for the child, whilst the process to establish the next steps for the child's permanent education.

This is all completed within and adhering to statutory requirements for all children.

Supporting pupils following a sanction

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

This could include measures like:

- Reintegration meetings
- Daily contact with the nominated Middle Leader / Senior Leader / DHT or HT
- A target card with personalised behaviour goals
- Exploring specialist support from external services, where appropriate

Appendix 3 Restoration and Reflection: Key Stage 2

Name: _____ Year Group: _____ Class: _____

- 1. What were my unexpected behaviours or actions that caused harm to others?**
- 2. How did my unexpected behaviours or actions make them feel?**
- 3. What expected choices and behaviours should I have made that kept me and others safe?**
- 4. What do I need to say to the person(s) I hurt with my body and / or voice?**

Name of Staff Member Managing Restoration: _____

Date: _____

Please ensure this goes directly to Sam Collins so this can be entered into the pupil's safeguarding file.

