



Behaviour Policy

Lyndon Green Junior School

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Introduction

At Lyndon Green School, we want our school to be a caring, safe and inclusive environment where staff are committed to meeting the social, emotional, physical and academic needs of all pupils to enable them to meet their full potential. At our school, we recognise that relationships are key to meeting these individual needs and to gaining an understanding of what may be at the heart of unwanted behaviour. We believe that children need to be taught what positive behaviour looks like and that it needs to be modelled by the adults around them.

We have three whole-school rules for all members of our school community:

- Respect ourselves
- Respect each other
- Respect the school

We strive to work closely with parents and carers to teach our children not only the importance of these rules, but also the reason behind them and the impact that breaking them may have.

Aims

Through this policy we aim 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

Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Restrictive interventions including the use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

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

School behaviour curriculum

In order to create a culture that promotes excellent behaviour, it is important to be clear on what good and unwanted behaviour look like. It is crucial that positive behaviour is taught to all pupils and that routines are used to teach and reinforce the expected behaviours. Adjustments are made to ensure that pupils with additional needs can succeed in meeting behavioural expectations.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Promoting 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.

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

Examples of whole-school reward systems currently in use are:

- Verbal praise
- Green tokens, leading to a whole class prize
- Celebration certificates and assemblies for parents/carers
- Communicating praise to parents/carers
- Being given a class responsibility

Managing unwanted behaviour

At our school, we recognise that behaviour can often be a form of communication. Building relationships is key so that staff understand the challenges that individuals may face and know best how to support them to behave in a positive way. In turn, children will feel supported and trust adults to know and help them. The school is committed to minimising the use of restrictive interventions and prioritising early intervention, prevention and de-escalation strategies wherever possible.

When a pupil's behaviour falls below the standard that can reasonably be expected of them, the initial response of all staff will be to use positive reinforcement, de-escalate the situation and support the child to regulate their emotions with a view to restoring a calm and safe learning environment as quickly as possible. Keeping pupils safe will be the key priority in any scenario. When the time is right, the issue can be explored further to gain a greater insight into how the situation can be avoided in the future, and what may need to be done now to 'put things right'.

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

Where an incident does occur, it may be necessary to issue a sanction.

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

Examples of unwanted behaviour could be:

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

More serious examples might be:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence 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 like 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 items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarettes or vapes
 - Fireworks
 - Inappropriate 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)

Examples of sanctions could be:

- Private reminder of the school rules
- Change of seating position or task
- Short period of reflection time in another room with an adult
- Missing part of a playtime
- Discussion with parent/carer
- Referral to behaviour lead/senior member of staff

For more persistent or serious instances of unwanted behaviour, it may be necessary to use one of the following:

- Behaviour support plan
- Short term exclusion
- Permanent exclusions, in the most serious of circumstances at the discretion of the head teacher and governing body

Each class may also have bespoke reward and sanction systems in place to meet the needs of that group of pupils. Where this is the case, these systems will follow the ethos set out in this policy.

Personal circumstances of the pupil and the context of the situation will be considered when choosing sanctions, and decisions will be made on a case-by-case basis.

Supporting pupils following a sanction

It is crucial that as part of any incident, children are supported to understand the impact of their actions to avoid reoccurrence. Following an incident, staff will give children the opportunity to talk through their understanding of what has happened and reflect on how the situation could have been avoided. Staff will consider strategies to help pupils understand how to improve their behaviour and meet the expectations of the school. It may be appropriate to speak with parents/carers. Staff will then support the child to plan how to repair the situation, whether that be for themselves or their relationship with other children or with adults.

Support measures might include:

- Regular contact with a pastoral member of staff
- Classroom adaptations
- A behaviour support plan
- A behaviour monitoring chart

Bullying

Bullying is defined as the repetitive, intentional harming of one 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 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 or gaming sites

At our school, we are committed to recognising signs of bullying and taking preventative measures to ensure that children are protected from it. Bullying is discussed regularly with the children through whole-school assemblies, our PSHE curriculum and activities linked to Anti-Bullying Week and online safety. Staff are trained, both on induction and throughout the year, to spot the signs of bullying and know what action to take should they suspect that it is happening.

In the event of bullying, appropriate action will be taken after investigation. A child that has bullied another will be encouraged to understand the impact of what has occurred. If necessary, the child's behaviour will be monitored and frequent communications between home and school kept. Any child who is considered to have been bullied will be offered appropriate support within school or from outside agencies. We would urge any parent who suspects that bullying may be taking place to contact the school immediately.

Roles and responsibilities

The governing board

The governing body 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

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- 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

The behaviour coordinator

The behaviour coordinator is responsible for:

- Supporting all staff with the implementation of the policy
- Monitoring logged incidents of misbehaviour through CPOMS and ensuring that appropriate action is taken
- Reporting to the governing body on the effectiveness of the policy
- Monitoring patterns of restrictive interventions
- Reporting termly data to the headteacher and governing body
- Identifying training needs linked to behaviour and de-escalation

The SENCO

The SENCO is responsible for:

- Ensuring that a pupil's individual needs are identified and communicated
- Supporting staff where a pupil's individual needs are a factor in behavioural concerns
- Working alongside appropriate agencies to support behaviour where appropriate

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Teaching expected behaviours
- 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 pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly through CPOMS
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

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
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst 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 in working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

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

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

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

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules and their own classroom rules where applicable
- Develop a positive relationship with pupils, which will include:
 - o Greeting pupils in the morning/at the start of lessons
 - o Establishing clear routines
 - o Communicating expectations of behaviour in ways other than verbally
 - o Highlighting and promoting good behaviour
 - o Concluding the day positively and starting the next day afresh
 - o Having a plan for dealing with low-level disruption
 - o Using positive reinforcement

Responding to unwanted behaviour

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs 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.

Restrictive interventions (including reasonable force and seclusion)

Restrictive interventions are actions that restrict a pupil's movement, liberty or freedom in order to prevent harm. These include the use of reasonable force and, in limited circumstances, seclusion.

Restrictive interventions will only be used when absolutely necessary, where there is a real and immediate risk of harm to the pupil or others, serious damage to property, or the commission of an offence.

The school recognises that restrictive interventions:

- Are not behaviour management tools
- Must never be used as a punishment
- Must always be proportionate, reasonable and time-limited

All staff are expected to:

- Use de-escalation and preventative strategies first
- Consider a pupil's age, SEND, trauma history, mental health and medical needs
- Act in a way that maintains the dignity and safety of all involved

Any restrictive intervention will be followed by a restorative conversation with the pupil when they are calm, and consideration of any additional support needed to reduce the risk of reoccurrence.

Reasonable force

All members of staff have the legal power to use reasonable force, but are not required to do so. Reasonable force may be used as a last resort, where there is an immediate risk, 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 on CPOMS
- Reviewed by a senior leader and reported to parents

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.

Seclusion

Seclusion refers to situations where a pupil is prevented from leaving a space for safety reasons.

- Seclusion is only used to manage immediate safety risks
- It is never used as a sanction or punishment
- The pupil will be continuously monitored
- The duration will be as short as possible

Any use of seclusion will be:

- Recorded on CPOMS
- Reported to parents/carers as soon as practicable
- Reviewed by a senior leader

Confiscation, searches, screening

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

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 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.

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:
 - o Manage the incident internally
 - o Refer to early help

- o Refer to children's social care
- o Report to the police

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

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 needs 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.

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

Suspension and permanent exclusions

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.

Responding to unwanted behaviour 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 balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil 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 consider the specific circumstances and requirements of the pupil concerned.

Examples of possible measures that may be used are:

- 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
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

Where restrictive interventions are used with pupils with SEND, the school will:

- Review whether reasonable adjustments were sufficient
- Consider whether behaviour support plans or EHCP provision need updating
- Work with parents and external professionals to reduce future risk

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
- Whether the pupil was unable to act differently at the time because of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

If any of these are the case, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if 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 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 contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Pupil transition

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.

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. A DSL also meets with each teacher to discuss any relevant information.

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

Training

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

- The needs of the pupils at the school
- The needs of the pupils in their class
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school uses CPOMS to record incidents and will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed from a variety of perspectives, for example:

- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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 it.

Recording and reporting restrictive interventions

The school has a statutory duty to ensure that all significant incidents involving restrictive interventions are:

- Accurately recorded
- Reviewed for patterns or repeat incidents
- Communicated to parents/carers in a timely manner

Records will include:

- The reason for the intervention
- What de-escalation strategies were attempted
- The type and duration of intervention used
- The pupil's response and any follow-up support

Monitoring will include analysis of:

- Frequency and nature of restrictive interventions
- Repeat incidents involving the same pupils
- Disproportionality linked to SEND, gender or protected characteristics

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 data.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- SEND policy
- Mobile phone policy
- E-safety policy

Appendix 1: 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 always set an excellent example to pupils
- 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 behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

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

Appendix 2: Guidance on steps to take when addressing unwanted behaviour

In class

- Reminder of expectations
- Reinforce positive behaviours
- First warning given (private)
- Final warning given (private)
- Child moved within the classroom to allow time to regulate/reflect or to minimise disruption to others – should be recorded on CPOMS if happening regularly and parents should be informed.

- Child sent to Phase leader (or a class in a different year group if no phase leader is available) with work to complete – should be recorded on CPOMS and parents informed by the member of staff who was present when the issue/event happened, by the end of the day.
- Child sent to SLT

At break times

- Reminder of expectations
- Reinforce positive behaviours
- First warning given (private)
- Final warning given (private)
- Child to stand with adult on duty
- Situation referred to the Pastoral and learning support assistant (JS)
- Child sent to SLT

Some steps may be skipped depending on the seriousness of the situation.

Any incidents of fighting, racism, sexualised or threatening behaviour should be reported on CPOMS and parents should be informed, by the member of staff who dealt with the issue, by the end of the day.

At lunch times

- Reminder of expectations
- Reinforce positive behaviours
- First warning given (private)
- Final warning given (private) – should be recorded in the behaviour book if happening regularly
- Situation referred to the Pastoral and learning support assistant (JS) – Child to be kept with LTS until JS is available - Record on CPOMS
- Child sent to SLT –Brought into school by an adult. Record on CPOMS

Some steps may be skipped depending on the seriousness of the situation.

Class teachers should be informed if individuals have had particularly positive or negative lunch times – This should be brief and not done in front of the class or while the class is lined up and waiting.

Any incidents of fighting, racism, sexualised or threatening behaviour should be reported on CPOMS and Learning mentor or a member of SLT should be informed (verbally) so that parents can be informed by the end of the day.

Any loss of time issued as a consequence, will happen during the lunchtime or the following school day at break times, where a restorative conversation will be had with the member of staff on duty.