Two Rivers CofE Primary School
POSITIVE BEHAVIOUR POLICY

Approved by:	Mr O Edwards
Last reviewed on:	September 2026
Next review due by:	September 2027

RATIONALE

At Two Rivers CofE Primary School we promote a calm and positive atmosphere underpinned by our Christian ethos in which positive teaching and learning can take place. Our aim is to establish the highest possible standards of behaviour at Two Rivers. This is important so that the school is always a warm, caring, friendly and happy place where learning can flourish and so that pupils can go on to meet their future ambitions.

We recognise that learning to behave appropriately in a school environment and in the wider community is an important part of early education. We aim to work with parents/carers and the community; ensuring children grow up with a clear view of what is right and what is wrong. We aim to help the children realise that they make choices that affect others within the school and community and that they must take responsibility for the consequences of their actions. As adults we should behave in such a way as to provide good positive role models for the children we interact with on a daily basis.

Through the application of this policy, we ensure the consistency of all adults across the school in managing behaviour. This is consistent with our Christian Ethos and with legal requirements of the Equality Act. The school acts under the ethos of fairness and equality to all. Built into all stages of our approach is the requirement to listen to all children involved and apply the behaviour policy with fairness. To support this, we use a system called 'Restorative Justice' in relation to any incidents between pupils. This allows all pupils to talk about their behaviour and the consequences of their actions with other children and adults.

AIMS

- 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 Christian 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

Principles

At Two Rivers our approach to managing behaviour is based upon four key principles: Routines are key, Visible consistency and kindness, relationships matter and over and above recognition.

PRINCIPLE	SUMMARY/RATIONALE	STRATEGIES
Routines are key	Consistency at whole school level is key. Routines will help the children understand expectations from one class to the next.	Use of silent signals Praise in public Reprimand in private Consistency in approach

Visible consistency and kindness	Adults are the role models to children – supporting children to show kindness and promote positivity.	Restorative Approaches: we do not shout (there is a clear difference between speaking firmly and shouting) as this is a loss of control. Mistakes are made but we need to support a child to repair and rebuild in a restorative way. First Attention for best conduct: The majority of children in a class will always make the right choice and our attention will always be on best conduct.
Relationships matter	It is important to build relationships, which are based on mutual respect.	Daily meet and greet with the class-based staff – this starts the day in a positive way.
Over and above recognition	It is important that our attention is focused on the positive. Our time and energy need to be invested in recognising children making positive choices.	Home communication Strategies to let the parents know positive news – class letters, welcome meetings, newsletters, Dojo points, informal feedback.

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
- 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
- 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.

DEFINITIONS

Misbehaviour is defined as:

- Disruption in lessons, collective worship, break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence
- Sexual harassment
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

BULLYING

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Refer to our Anti-Bullying Policy for further information on how we approach bullying incidents.

ROLES AND RESPONSIBILITIES

THE LOCAL GOVERNANCE COMMITTEE (LGC)

The AGC is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

THE HEADTEACHER

The headteacher is responsible for:

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

TEACHERS AND STAFF

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 their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMs

  Challenging pupils to meet the school's expectations

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 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.

RESPONDING TO BEHAVIOUR

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 classroom rules and school values (See Appendix 2)
- Develop a positive relationship with pupils, which will include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - 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. At Two Rivers, we use a Thrive approach our children in need of extra support will be assessed by our Thrive practitioner and set individualised targets.

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

BEHAVIOUR OUTSIDE OF SCHOOL

The school may apply sanctions and provide support in response to behaviour that occurs outside of the school site where there is a clear link to the school, including behaviour on educational visits, travelling to and from school, online conduct, or actions that could impact the safety, wellbeing or reputation of the school community. Prior to educational visits, staff will explicitly discuss expectations regarding behaviour, including conduct on transport, online behaviour, appropriate behaviour when representing the school in uniform, and expectations for respectful conduct throughout the visit.

Where concerns arise, parents/carers may be invited to attend a meeting with school leaders to review the incident, identify any underlying factors and agree appropriate next steps. A support plan may be implemented where necessary, including restorative conversations, pastoral support, behaviour targets, mentoring, or SEND-related adjustments, with regular review meetings to monitor progress. In line with Behaviour in Schools guidance, the school will seek to balance appropriate consequences with supportive interventions that help pupils learn from their actions, repair relationships and make positive future choices.

RESPONDING TO GOOD BEHAVIOUR

When a pupil's behaviour meets 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 reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise relating to school rules and values
- Positions of responsibility, such as Sport's Leaders, Eco-Leaders and Spiritual Leaders
- Certificates for attitudes to learning awarded in our weekly Celebration Assembly
- House Points (see appendix 4)
- Visits to a member of SLT to show good work or attitude to learning
- Visits to the Head teacher to show good work or attitude to learning
- Communication between school staff and parent/ guardian about good work or attitude to learning.

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.

Here are our levels (See Appendix 3)

We use an Emotion Coaching style of discussion with children that looks at reasons why certain behaviours

may be displayed and offer solutions to these.

It is very rare that children progress through all of these stages above. Where appropriate, the behaviour is discussed and children are supported to make positive changes by considering the impact on themselves and other learners.

If the teacher feels the incident is serious enough, children may move straight to level 3 or 4.

REMOVAL FROM CLASSROOM

Removal from the classroom is a serious sanction and will only be used when a pupil's behaviour is significantly disrupting learning or presents a risk to the safety, wellbeing or education of others. Where possible, staff will use de-escalation strategies and appropriate support before removal is considered. Any removal will be for the shortest time necessary and pupils will remain supervised at all times. Following a removal, the pupil will be supported to reflect on their behaviour, repair relationships where appropriate, and successfully reintegrate into learning. Parents/carers may be informed, and where concerns are repeated or significant, a meeting may be arranged to agree additional support strategies, reasonable adjustments or behaviour targets. In line with Behaviour in Schools guidance, removal will not be used as a long-term solution and will form part of a wider approach to improving behaviour and securing positive outcomes for the pupil

If children persist in not following School Rules, there will be a joint classroom observation by the teacher and a member of SLT and a Behaviour Plan will be drawn up. Parents will be invited to discuss this with their child and the class teacher.

Adaptations are made for children with additional learning needs and who may have explicit targets, rewards and sanctions as part of a Support Plan.

Parents will be informed about low level behavioural incidents that are becoming more frequent or about one-off incidents that require follow up discussions at home.

FIXED TERM AND PERMANENT EXCLUSIONS

We do not wish to exclude any child from Two Rivers Primary School. However, where we feel that this is necessary we adhere to all DfE and LA Guidelines and Procedures (see policies section of our website.) In the case of Fixed Term Exclusions, the Headteacher may exclude a pupil for up to 45 days in any one academic year. Exclusions are operational decisions made by the Headteacher who then informs the Local Authority and AGC about any permanent exclusion made. The Headteacher must also inform the AGC about any fixed-term exclusions beyond five days in any one term. The Board will form a discipline committee which is made up of three members, as appropriate. This committee will consider any exclusion appeals on behalf of the Board. Any pupil who is excluded for more than 15 days in a term must have this reviewed by a panel of governors (when these 15 days are an accumulation of days for one incident). The decision to permanently exclude is reviewed by an exclusion panel and is then either upheld or overturned.

Fixed term and permanent exclusions are used for severe breaches of Two Rivers Positive Behaviour policy. It is possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this. The Headteacher may decide to permanently exclude for one of the following reasons: In response to serious or persistent breaches of the school's behaviour policy; or where allowing the pupil to remain in school would seriously harm the education of welfare of the pupil or others in school. These may include, but are not limited, to:

- Verbal abuse towards a member of staff;
- Bullying (which may include online bullying/ comments made on social media); Homophobic, sexist or racist incidents language (which may include online/ social media incidents);
- Assault/ fighting or the encouragement of others to do so;
- Persistently disruptive behaviour;
- Persistent failure to follow the school positive behaviour policy;
- Pupil is beyond the care and control of staff at Two Rivers Primary School.

Before reaching a decision to exclude permanently or for a fixed period, the Headteacher will:

- Consider all the relevant facts and such evidence as may be available to support the allegations made, taking into account the School's expectations of Core Values/ Behaviours and Equal opportunities policies;
- Allow the pupil to give their version of events;
- Check whether the incident may have been provoked, for example by racial, homophobic or sexual harassment;
- Consult others where appropriate, being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example members of the AGC who may sit at the exclusion meeting.

Ultimately, however, the decision to exclude is an operational decision made by the Headteacher. Alternatives to Exclusion will always be explored and where possible, interventions put in place to support a pupil at risk of exclusion.

Following a suspension, serious behaviour incident, internal suspension, or where school leaders identify a need for additional support, a reintegration meeting will be held to support the pupil's successful return to school. The purpose of the meeting is to rebuild positive relationships, ensure the pupil feels welcomed back into the school community, identify any underlying factors contributing to the behaviour, and agree appropriate support and expectations moving forward. Reintegration meetings will usually take place on the pupil's first day back in school and will involve parents/carers, the pupil where appropriate, and relevant members of staff, which may include the Headteacher, Deputy Headteacher, Class Teacher, SENDCo, Pastoral Lead or Behaviour Lead. The meeting will provide an opportunity to review the incident objectively, listen to the pupil's and family's views, consider any contributing factors such as social, emotional, mental health, SEND, friendship, attendance or

home circumstances, and agree strategies to support future success. The school will clearly outline behaviour expectations and work collaboratively with parents and the pupil to develop an individual support plan where required. This may include regular check-ins with a trusted adult, a home-school communication system, behaviour targets, pastoral mentoring, social skills support, emotional regulation strategies, sensory breaks, classroom adjustments or additional SEND provision. Where behaviour may be linked to unmet special educational needs or disabilities, the school will review reasonable adjustments and consider further assessment or involvement from external agencies. Following the meeting, the agreed support plan will be shared with relevant staff and monitored through regular review points, with progress evaluated alongside parents and the pupil. Consistent with Behaviour in Schools guidance and School Suspensions and Permanent Exclusions guidance published by the Department for Education, the school's approach to reintegration balances accountability with support, recognising that effective reintegration plays a key role in preventing further incidents and promoting positive behaviour, wellbeing and successful engagement in learning.

POSITIVE SAFE HANDLING

- A number of staff within Two Rivers CofE Primary School have undertaken positive safe handling training which will be regularly renewed as and when necessary.
- As a school, although Emotion Coaching and de-escalation is our first approach, we have to acknowledge that, on occasion, we may find ourselves in unforeseen or emergency circumstances when trained staff have to use positive safe handling techniques for the safety of the child or the safety of others including teachers/adults.

- These techniques will be used as a last resort after all other de-escalation strategies have been considered.
- Parents/carers will be fully informed if these techniques have to be implemented and safe handling techniques will be written into a structured risk assessment.
- If a safe handling situation occurs, all staff involved will discuss the incident with the Headteacher. The incident will be formally recorded on a safe handling report using CPOMS which parents may request to see.
- Parents will be informed if such an incident has taken place.

DEBRIEFING CHILDREN AFTER WITNESSING SAFE HANDLING.

- We will positively reassure children as soon as possible after any safe handling incident using the most appropriate person/s within the school at this point in time.
- We will remove other children away from the incident prior to safe handling.

MANAGING SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN

- Sexual violence and sexual harassment is never acceptable and will not be tolerated at Two Rivers CofE Primary School.
- If during the triage, processing or investigation of an incident it is reported or suspected that the incident involves sexual violence and/or sexual harassment, the designated safeguarding lead (or a deputy) must be informed.
- Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, the designated safeguarding lead (or a deputy) will take a leading role and coordinate a considered an appropriate response.
- The victim(s) will be reassured that they are being taken seriously and school will keep them safe, they will also be given as much control as is reasonably possible regarding how any investigation will be progressed.
- Two Rivers CofE Primary School may be supported by other agencies, such as children's social care and the police as required.
- In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident using our behaviour policy, this would include the consideration of permanent exclusion.
- Where a criminal investigation into sexual assault leads to a conviction or caution the school will consider any suitable sanctions in light of our behaviour policy, including consideration of permanent exclusion.

POSITIVE CLASSROOM BEHAVIOUR FOR EFFECTIVE LEARNING:

SILENT SIGNALS

We need children's minds to be free to learn. This means practising routines until they become second nature to both teachers and children. When everyone uses the same routines effectively, children are in no doubt of the expectations as they progress through the school, and teachers won't waste time in establishing a new set of routines.

We use the following silent signals:

- Team stop signal
- Turn to your partner (TTYP)
- Perfect partner signal
- My turn, your turn (MTYT)
- Magnet eyes
- 1, 2, 3
- Silent handwriting signal

See Appendix 1 for details

POSITIVE BEHAVIOUR AROUND THE SCHOOL

THE SCHOOL BUILDING

Children are expected to walk silently, one behind the other, around the building, on the left-hand side, at all times. Children and adults should be keen to hold doors open for others showing politeness and consideration for others. We use the term "Wonderful Walking" and set clear expectations which are practiced regularly.

COLLECTIVE WORSHIP

Staff and children are expected to enter and leave the hall silently, unless choosing to sing along to any music being played and sit silently during assembly showing respect for the adult or children delivering the assembly. Children and adults should be keen to participate and contribute to any interactive parts of an assembly in a positive and respectful manner. We use the term "Wonderful Worship" and the expected behaviour is regularly practiced.

THE LUNCH HALL

Children should line up silently, be polite when receiving their meal and follow any directions of the adults in charge. After the meal, children should clear their eating area, leave the dining area quietly and walk to the playground.

THE PLAYGROUND

At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff.

SCHOOL UNIFORM

Children are expected to wear school uniform at all times. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for school uniform is detailed in our uniform policy. All members of staff are expected to enforce rules on school uniform and challenge the parents of children who flout these rules.

PE KITS

Children are expected to wear correct PE kits on their PE days. Guidance for school uniform is detailed in our uniform policy.

REWARDS/SANCTIONS:

- Rewards/Sanctions must be applied fairly and consistently by teachers/adults at all times
- Rewards/Sanctions must encourage positive behaviour for learning at all times and enable children to make positive decisions about their behaviour for future learning.
- House points can be used to acknowledge and reward expected behaviour when an excellent example is being set to others. (see appendix 4)
- House points are always linked to school values and/or classroom rules and are never used as a transaction. (see appendix 4)

NON-HIERARCHICAL EXAMPLES OF REWARDS FOR GOOD BEHAVIOUR

- Verbal praise relating to school rules and values
- Certificates for attitudes to learning awarded in our weekly Celebration Assembly
- Visits to a member of SLT to show good work or attitude to learning
- Visits to the Head teacher to show good work or attitude to learning
- Daily nature time
- Communication between school staff and parent/ guardian about good work or attitude to learning.

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.

Where a child reaches the cloud, they will have a restorative justice conversation with their class TA/ teacher/ member of SLT using the following sentence stems, which are all attached to all staff lanyards:

1. Can you tell me what has happened?
2. What were you thinking/ feeling at the time?
3. How have you been thinking/ feeling since it happened?
4. Who do you think has been affected by your actions? How were they affected?
5. What could you do now to help make things right?
6. How can we prevent this from happening again in the future?
7. What can I do to help you?

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 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 take into account the specific circumstances and requirements of the pupil concerned and will be agreed with the SENDCo.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

ADAPTING SANCTIONS FOR PUPILS WITH SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?

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

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 (SENDCo) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

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.

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
- 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 will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- 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 annually by the senior leadership team.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- 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.

SEARCHING, SCREENING OR CONFISCATING

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

The Head Teacher, and any staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that could be used to breach the school rules.

Prohibited items: This can include knives or weapons, alcohol, illegal drugs and stolen items, tobacco and cigarette papers, fireworks, pornographic images and any other items as defined as such from time to time. It shall also include any article that 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; any other items as defined in law as such from time to time; and items such as tobacco and cigarette papers, alcohol or any other drug (inc. vapes), fireworks and pornographic (inc. nude and seminude images).

Prohibited items also include items which are not permitted in school, e.g. mobile phones or communication devices which are not authorised for the purpose of safer travel (Y5 & Y6 only)/handed in to staff, pop/drinks/snacks which do not adhere to school policy.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the Local Authority Children's Services and/or police.

Under common law, school staff authorised by the Head Teacher have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. Only the Head Teacher, or a member of staff authorised by the Head Teacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's Behaviour Policy.

Any searches are undertaken in line with statutory Searching, Screening and Confiscation guidance from the DfE. Prior to searching, the authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is.
Reasons might include that they:
• are in possession of a prohibited item
• do not understand the instruction
• are unaware of what a search may involve

• have had a previous distressing experience of being searched

Informed consent: The school staff may search a pupil with their consent for any item. Appropriate consideration will be given to factors that may influence the pupil's ability to give consent. If the pupil refuses sanctions will be applied, where relevant, in accordance with this policy.

Searches without consent: In relation to prohibited items, as defined above, the Head Teacher, and staff authorised by the Head Teacher, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession. Searches without consent will only be carried out on the school premises or where the member of staff has lawful control or charge over the pupil, for example, on school trips.

If the member of staff authorised to search still considers a this to be necessary regardless of consent, but is not required urgently, they should 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 should be supervised and kept away from other pupils. If the pupil still refuses to co-operate, the member of staff authorised to search should assess whether it is appropriate to use reasonable force to conduct the search. This must be done in consultation with the Head Teacher. A member of staff can use such force as is reasonable to search for any prohibited items identified above, but not to search for items which are identified only in the school rules, e.g. mobile phones.

The decision to use reasonable force should be made on a case-by-case basis. The member of staff, in consultation with the Head Teacher, should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

Searches Guidance: The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

-if the 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 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 a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

If staff believe a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:
• a search of outer clothing; and / or
• a search of school property, e.g. children's drawers; and / or
- a search of personal property (e.g. bag or pencil case).

Strip searches will not be undertaken unless there are highly exceptional circumstances, e.g. an immediate risk of harm due to the concealment of an object. Where reasonably possible, staff should inform parents/carers in advance of a search taking place but, in all circumstances, when a search has taken place. Any searches must be logged on CPOMS with appropriate information including:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Parents/carers should always be informed of any search for a prohibited item that has taken place, and the outcome

of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff.

Where the Head Teacher, or staff authorised by the Head Teacher, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance:

- An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:
- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made; or
- is evidence in relation to an offence.

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk. Staff may examine any data or files on an electronic device they have confiscated as a result of a search if there is good reason to do so and this has been authorised by the Head Teacher.

Schools' general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

ONLINE BEHAVIOUR AND CYBERBULLYING

Online behaviour and cyberbullying are taken seriously by the school and will be addressed where they impact the safety, wellbeing or education of pupils, staff or the wider school community. This includes inappropriate use of social media, messaging platforms, gaming platforms and other online communication.

Allegations of cyberbullying will be investigated promptly, with appropriate action taken in line with the school's behaviour and anti-bullying procedures. Where concerns arise, parents/carers may be invited to attend a meeting to discuss the incident and agree support strategies, which may include restorative conversations, online safety education, pastoral support or behaviour targets.

In line with Behaviour in Schools guidance, the school may apply sanctions for online behaviour that occurs outside school where it has a clear and adverse impact on members of the school community or the orderly running of the school.

APPENDIX 1

SILENT SIGNALS

Praise children for routines they do quickly and quietly. However, once children know the routines, acknowledge their co-operation with a nod, a smile or a thank you.

TEAM STOP SIGNAL

The team stop signal helps us stop children in a calm manner, ready for what's next. It replaces all other stopping techniques: clapping, clicking, singing rhymes, shaking a maraca, shouting, shushing, singing, dance routines, counting back.

The stop signal is used at playtime, in assembly, in lessons, during transitions, at lunchtime, on trips and in staff meetings.

Use this signal to gain attention. Practise until children respond in under five seconds and in silence.

1. Hold one hand in the air with a flat palm. Do not clap or talk.
2. Scan the room to check every child has responded. Every child:
- Raises one hand in response;
- Checks their partner and others at their table have also raised their hands - gently tapping an arm if necessary;
- Looks attentively at you - eyes locked into yours to show they are ready to listen;
- Sits up tall, beside their partners.

3. Lower your hand and scan to check everyone is looking at you attentively, ready to listen. Do not start talking until you have their attention.

TURN TO YOUR PARTNER (TTYP) SIGNAL

Partner work should be used consistently in all lessons.

Hold both hands pointing forward as if they are two open gates. Close the gates as soon as you have finished asking the question.

Practise this signal until children turn automatically to their partners to answer the question. Avoid saying the words 'turn to your partner'.

Children should turn their heads towards their partners, not their whole body or chair.

PERFECT PARTNER SIGNAL

Run one hand down the outside of the opposite arm, to remind children to:
- Sit up straight beside their partner
- Be ready to turn and talk to their partner.

MY TURN, YOUR TURN (MTYT) SIGNAL

Use this silent signal when you want the children to repeat something after you.

My turn: gesture towards yourself with one or two hands.

Your turn: gesture towards the children with one or two open palms. Explain to the children that this signal is yours and not theirs.

MAGNET EYES

When you want to be sure the children are listening, point to your eyes with two fingers. This indicates that their eyes should be on yours and their bodies still.

1, 2, 3 SIGNAL

Move the children silently from carpet to table in under 15 seconds.
Hold up one finger: children stand
Hold up two fingers: children walk and stand behind their chairs
Hold up three fingers: children sit down and prepare to read or write.

And in reverse, move the children from table to carpet in under 15 seconds.
Hold up one finger: children stand behind their chairs
Hold up two fingers: children walk to carpet
Hold up three fingers: children sit down beside their partners.

SILENT HANDWRITING SIGNAL

Once children are sitting at their tables, hold up a pencil – real or imaginary – in a pencil grip with the non-writing hand flat – holding imaginary paper. This signal indicates that children sit with their:
- feet flat on the floor
- bottom at the back of the chair
- body one fist from the table
- shoulders down and relaxed
- left/right hand holding page
- back leaning forward slightly
- left/right hand holding a pencil, ready in tripod grip.

APPENDIX 2

SCHOOL VALUES

- Respect
- Courage
- Kindness
- Aspiration



The following positive behaviours show what our values of Kindness, Respect, Courage and Aspiration look like in action across our school community, and are celebrated and rewarded as outlined in the Rewards section of this policy .			
Kindness	**Respect**	**Courage**	**Aspiration**
✓ Offering to help ✓ Sharing with others ✓ Asking if someone is ok. ✓ Holding doors ✓ Using good manners in and out of the classroom as well as in our community. ✓ Using a friendly tone when speaking to one another.	✓ Listening to each other. ✓ Looking after each others property ✓ Keeping clear physical boundaries respecting each others space. ✓ Wonderful walking and wonderful waiting around the school. ✓ Following team stop for all adults. ✓ Keeping classrooms, corridors and outdoor environment tidy. ✓ Saying please and thank you ✓ Being honest	✓ Persevering with learning/tasks that we find challenging. ✓ Trying something new. ✓ Speaking/reading in front of others ✓ Speak to an adult if you have a worry or a concern. ✓ Saying sorry/owning up to mistakes ✓ Including others. ✓ Showing resilience	✓ Going beyond expectations ✓ Enthusiasm/class expectations. ✓ Attempting challenges/challenging oneself. ✓ Achieving individual goals ✓ Demonstrating ambition for the future. ✓ Show curiosity ✓ Responding positively to feedback. ✓ Self-reflection ✓ Taking pride in own learning. ✓ Encouraging others to do their best and celebrating their achievements.

APPENDIX 3

Reminder Warning Repair and Reflect	Reminder Warning Repair and Reflect Repeated Level 1 and 2 behaviour will be monitored by the staff and Headteacher and a decision taken together whether to move the child to Level 3 and involve parents. AND THEN LOSS OF BREAKTIME/LUNCHTIME	TO HEADTEACHER and or SLT informed IMMEDIATELY AND PARENTS MUST BE INFORMED – a decision will be made by the Headteacher whether a member of staff contacts and sees the parents/carers or the Headteacher does – this is dependent on incident. Possible Consequences – Time out of class in another class completing the lesson Time with SLT completing the learning. Internal seclusion Loss of break/lunchtime (Length of time dependent on incident)	
LEVEL 1	**LEVEL 2**	**LEVEL 3 – *LOG ON CPOMS BY STAFF***	**LEVEL 4 – *LOG ON CPOMS BY STAFF***
✓ Swinging on chairs despite reminders to stop ✓ Wearing inappropriate clothing in school despite being reminded, e.g. hats inside. ✓ Wandering around the classroom ✓ Irritating noises ✓ Chewing gum, eating sweets or crisps ✓ Inappropriate fidgeting/ rummaging ✓ Dropping litter ✓ Calling out or shouting ✓ Persistently bringing in toys to school without permission ✓ Talking over or interrupting others in class despite reminders ✓ Talking in worship ✓ Not doing as asked first time ✓ Not supporting team activities in the classroom, e.g. tidy up time despite being asked ✓ Chatting to others at inappropriate times or about inappropriate subjects. ✓ Lateness into class during the day ✓ Wasting resources or not looking after resources ✓ Not using stationary in an appropriate way ✓ Not following team stop (class and break times)	✓ Making fun of another child's work or efforts ✓ Telling lies ✓ Interfering with another person's property or taking things ✓ Purposeful antisocial, crude behaviour (passing wind, spitting [not directly at somebody] and belching) ✓ Name calling ✓ Responding abruptly or rudely towards requests from adults ✓ Swearing as part of general conversation ✓ Not engaging in their work or having a poor attitude to learning ✓ Dangerous play (play fighting) ✓ Unsafe behaviour in the corridors and around the site, e.g. running ✓ Unhelpful, uncooperative behaviour, e.g. being obstructive in activities ✓ Poking, pushing, pinching or prodding ✓ Misuse of toilets and wash areas ✓ Teasing or deliberately 'winding up' other children ✓ Continued and persistent Level 1 behaviour ✓ Not tidying up after themselves in the lunch hall	✓ Refusal to follow important safety instructions including running out of class/school *(could be L4+ if on school trip and/or it puts someone else in danger)* ✓ Writing graffiti or defacing walls, desks, books or work ✓ Refusing to do work ✓ Answering back or arguing with an adult ✓ Throwing or flicking objects in the classroom or out of the window (without directly aiming at others) ✓ Swearing at another person ✓ Making inappropriate comments related to gender, sexual orientation or appearance ✓ Making insulting remarks about another person's family members ✓ Disruptive behaviour including inciting disruptive behaviour of others ✓ Clear breach of school values despite reminders ✓ Deliberately unkind behaviour leads to others feeling isolated or upset	✓ Threatening or intimidating behaviour ✓ Vandalism of school site ✓ Age-inappropriate sexualised touching of self-cause offence or embarrassment to others ✓ Stealing (a serious case may lead to Level 5) ✓ Stone-throwing ✓ Refusing to go to the HT or designated person ✓ Spitting at/on someone
			LEVEL 5 – *LOG ON CPOMS BY STAFF*
			✓ Bullying (repeated and persistent, threatening, intimidating or harming behaviour) ✓ Racist, homophobic or discriminatory behaviour (if the behaviour is with intent) ✓ Age-inappropriate sexualised touching of others ✓ Hurting another child - physically violent behaviour (fights or attacks on others) including biting ✓ Throwing furniture or equipment across the classroom (inc. aiming items towards somebody) ✓ Persistent and continual disruption of learning (attributed by an escalation of any other level behaviour ✓ Hurting or intimidating members of staff.

APPENDIX 4

House System

Community is an important part of our school ethos and we provide opportunities for pupils to feel a sense of belonging within and beyond their classroom via our house system. Children are enabled to recognise and provide positive role models from within their peer group and to develop relationships across the school. We also aim to provide opportunities for a sense of achievement outside the classroom and provide fun and excitement through competition.
To support our sustainability agenda, our houses are named after prominent environmentalists:

Sir David Attenborough Chris Packham Greta Thunberg Mya-Rose Craig









House points are awarded when pupils demonstrate our school values and show the very best of themselves in or out of class. All contributions are valued and each week is a fresh start.

Individual Behaviour Plan - Example

Name:	Date:	Key adults:	
Summary of behaviours requiring support:			
Known Triggers: .		.	
Early signs	**Becoming Defensive**	**Escalation of Behaviours**	**Support following an incident**

Support	**Support**	**Support**	**Support**

Name:	Adapted behaviour levels and actions				
Any reflect and repair time					
Play zones:					
Reward system in place:					
Level	Behaviour	Adaptations that need to be in place	Next step if behaviour continues	Next step if behaviour continues	Final step
1					
2					

3					
4					
Other					