

Good Behaviour Policy

Approved by the FGB

November 2025

Next review

Autumn 2027

Pupils at Courtwood have:

A right to learn,

A right to be safe,

A right to be treated fairly,

A right to be happy,

A right to be listened to,



Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally. [Behaviour in Schools DfE Guidance](#)

At Courtwood Primary School we create a happy, caring and safe environment where everyone in our school and local community is valued. Children are encouraged to develop independence, a sense of purpose and an enthusiasm for learning so that they can be the best they can be. Everyone is expected to maintain the high standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Positive relationships and behaviour make our school a safe and respectful environment to enable effective learning to take place. As members of the community, we aim to build positive relationships with each other, with the children and with their families, adhering to the values **Respect, Resilience, Aspiration and Kindness**.

VISION

- As members of the Courtwood community, we all have rights and responsibilities. We believe that everyone at school is important and to be valued. We expect each individual to respect others, their families, culture and beliefs. We aim to be courteous and fair in our dealings with each other and the children.
- To create an environment in which children can develop as caring and responsible people, regardless of gender, social background, race, ethnicity, special educational needs or disabilities, young carers duties or sexual orientation.
- To actively teach the connection between an individual's rights and responsibilities.
- To establish parent partnership that respects and values their contribution and appreciates that their support in the processes of teaching and learning are vital for children's educational and emotional well-being.
- All members of the School Community will work to develop a clear understanding of our policy and apply it with a consistent approach.

AIMS

This policy aims to:

- To create a culture of exceptionally good behaviour.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To minimise the attention given to a learner who is seeking negative attention for poor conduct.
- To help learners take control over their behaviour and to be responsible for the choices they make.
- To build a community which values kindness, care, good humour, good temper, boundaries and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

PURPOSE

To provide simple, practical procedures for staff and children that:

- Recognise agreed behaviour expectations.
- Positively reinforce the expectations.
- Promotes self-esteem and self-discipline.
- Teaches appropriate behaviour through positive interventions.

IDENTIFY the behaviour we expect.

Explicitly **TEACH** behaviour.

MODEL the behaviour we expect.

NOTICE excellent behaviour.

CREATE conditions for excellent behaviour.

EXPECTATIONS

Our expectations are clear and consistent throughout the school. Our school motto is '*Be the best version of you*' and we ensure this by having 3 key expectations of every member of our school community. We expect every child and adult to:

BE READY
BE RESPECTFUL
BE SAFE

These behaviours are explicitly taught to the children and modelled by all members of the school community. *Being Ready, Respectful and Safe* means that our children are able to learn and develop into well rounded, citizens in line with the school values – *RESPECTFUL, RESILIENT, ASPIRATIONAL* and *KIND* to *be the best version of themselves!*



We understand that for some children, including those with SEND, following our behaviour expectations may be beyond their current developmental level. In these cases, these children may have access to either a bespoke positive behaviour plan or personalised behaviour strategies, which may include carefully targeted sanctions and rewards to reinforce positive behaviour. The SENDCo will be involved in supporting these children.

Our Rules	Visible Consistencies	Over and Above Recognition
<ol style="list-style-type: none"> 1. Be Ready 2. Be Respectful 3. Be Safe 	<ol style="list-style-type: none"> 1. Daily meet and greet, 2. Persistently catching children doing the right thing, 3. Picking up on children who are failing to meet expectations, 4. Accompanying children to the hall/playground at the end of a session, 5. Praising in public, Reminding in private 6. Consistent language 	<ol style="list-style-type: none"> 1. Merit/Celebration Assembly 2. Team points 3. Stickers 4. Verbal praise 5. Phone call/message /WOW notes home 6. Speak to parent at end of day 7. Show work to another adults 8. SLT praise / Golden Book 9. Class Rewards / Team Points 10. Work on display

It is important that children learn that choosing to behave in a safe and respectful way is a life skill that will not always be outwardly rewarded. Staff will however, always seek to recognise good behaviour within a classroom before drawing attention to negative behaviour.

ROLES AND RESPONSIBILITIES

In order to achieve and maintain a positive behaviour culture across the school we have clear expectations of all stakeholders.

All Adults are expected to:

- Take time to welcome children at the start of the day
- Promote and redirect children by reminding children to **'Be Ready, Be Respectful, Be Safe'**.
- Prioritise the development of positive relationships with, and between, children.
- Plan learning that engages, challenges and meets the needs of all learners.
- **PRAISE IN PUBLIC** – Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Celebrate children whose efforts go above and beyond expectations.
- **REPRIMAND IN PRIVATE** – Where possible, deal with unwanted behaviour quietly and/or away from other children.
- Never walk past or ignore children who are demonstrating unwanted behaviours. Follow-up on every occasion, retain ownership and engage in reflective dialogue with pupils.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- All adults to be a good role model.
- All adults need to be a visible presence around the school.

The Principal and The Senior Management Team are expected to:

- Be a visible presence around school, before school and after school.
- Regularly celebrate children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls, notes home, certificates and stickers.
- Ensure staff training needs are identified and met.
- Support staff in managing children with more complex or challenging behaviours
- Incidents of behaviour are tracked and monitored by the Senior Leadership Team, Governors and Trustees to identify patterns, emerging trends, and areas of concern, ensuring that any issues can be addressed through targeted support, intervention, and coverage within PSHE.
- Ensure behaviour is included in the induction of new staff and to deliver CPD to promote consistency of approach, clear expectations and new strategies are understood and implemented.

Staff are expected to:

- Implement the behaviour policy consistently,
- Model positive behaviour,
- Provide a personalised approach to the specific behavioural needs of particular pupils,
- Keep records of behaviour, including recording serious incidents on CPOMS,
- Provide a challenging, interesting and relevant curriculum,
- Provide and maintain an organised, inviting and calm learning environment that encourages positive learning behaviours,
- To treat all children fairly and with respect.
- In the instance of where behaviour is part of a child's SEND needs, strategies and interventions are identified specific to the child to support and promote good behaviour.

Parent/Carers are expected to:

- To support the school in the implementation of this 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,
- To be aware and support the school rules and expectations,
- To foster good relationships with the school.
- To ensure children's regular attendance and punctuality
- To encourage their child to show respect and support the school's authority to discipline children

Pupil Responsibilities

- To work to the best of their ability and allow others to do the same,
- To treat others with respect
- To take care of property and the environment around the school,
- To follow instructions of school staff.

RECOGNISING AND REWARDING POSITIVE BEHAVIOURS

At Courtwood Primary School, staff make a conscious effort to notice and praise positive behaviour. We believe it is important for children to understand that choosing to behave safely, respectfully and responsibly is a lifelong skill that will not always result in an outward reward. However, staff will always seek to acknowledge positive behaviour within the classroom before drawing attention to negative behaviour. Positive behaviour may also be recognised and celebrated in a variety of ways, including:

- Recognition during our weekly Celebration Assembly (Merits and Values Certificates)
- A message home to parents or an in-class certificate
- House points / Class Dojo points
- Stickers for good behaviour or good work
- Positions of responsibility being awarded
- Celebrating learning behaviours
- Use of the language and strategies from the 'Zones of Regulation'

MANAGING BEHAVIOURS

Children need to be taught how to behave and this needs to be reinforced by consistent behaviour management strategies. The focus should always be about returning the child to class: **Ready, Respectful** and **Safe**.

	Steps	Actions
1	Reminder	<p>A reminder of our 3 school rules:</p> <ul style="list-style-type: none">• Be Ready• Be Respectful• Be Safe <p>Remind pupil/s of the expectations and explain what the child is doing wrong and what they need to be doing. Reminders are to be delivered privately where possible and can be repeated if necessary.</p> <p>Children should be allowed a short 'take up time' to react and respond to your reminder.</p> <p>Example - '<i>Remember our rules about being ready, respectful, and safe. I notice that you're not You need to stop (calling out, getting up out of your seat, talking, answering back etc)</i></p>
2.	Caution	<p>A clear verbal caution delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Pupils will be reminded of their good previous good conduct to prove that they can make good choices.</p> <p>Walk away from the pupil; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later. Resist endless discussions around behaviour and focus on the goal of returning the pupil/pupils to their learning.</p> <p>If the behaviour improves, ensure you make a deliberate effort at the end of the lesson or playtime to acknowledge the improvement in the behaviour.</p> <p>Example – '<i>You have chosen to carry on... (calling out, getting up out of your seat, talking, answering back etc). If you continue you will have to... (see me at break/complete the work at home/go to another classroom.) Think carefully about your next step.</i></p>

3.	Reset	<p>The pupil is given an opportunity to re-engage with the learning / follow instructions. This might be a short time outside the room, for the pupil to reflect on their behaviour and have time to calm down before returning to learning. This should be followed by a <u>restorative conversation</u>.</p> <p>30 Second Script:</p> <ul style="list-style-type: none"> • <i>I noticed you are ...</i> (having trouble getting started/wandering around the classroom/calling out) • <i>It was our rule about</i> (not getting out of your seat without asking/ putting your hand up to answer a question) <i>that you broke.</i> • <i>You have chosen to</i> (have to finish your work at break time/move to the back of the class) • <i>Remember last week when you</i> (remembered to put your hand up every time/ sat still each lesson) • <i>That</i> (child's name) <i>is who I need to see today...thank you.</i> <ul style="list-style-type: none"> - Give take up time. - It is important not to respond to any secondary behaviours at this time but note them to be discussed later on.
4.	Time Out	<p>The pupil has Time Out of class in the instances where the opportunity to Reset has not worked or where more extreme behaviour has been displayed and behaviour has been unsafe.</p>

RESTORATIVE CONVERSATIONS

‘Punishment doesn’t teach better behaviour, restorative conversations do.’ The key emphasis should be on making the child see how the impact of their behaviour is not restricted to them alone.

Restorative conversations may take the form of a quick chat at breaktime or a more formal meeting. They should happen away from the incident e.g. outside the classroom/lunch hall and in a quieter part of the school.

They should be focussed on getting the child back in to class and focussed on the issue at hand – not secondary behaviours or uniform (these can be addressed later).

Examples of key questions that should/could be:

- ‘Who else has been affected?’
- How has your action affected others?
- ‘What can we do to make things right?’
- “We’ve agreed that ____ is one of our rules. I need you to...”
- What should we do to put things right?
- “Take a breath and come back in ready to learn.”
- How can we do things differently next time?

Not every incident needs to be resolved with a restorative conversation, but they are needed when trust is broken, or behaviour has gone under and below minimum standards.

BEHAVIOUR AND CONSEQUENCES CHART

If a child is struggling to be **ready, respectful** or **safe**, they are taken through the stages outlined above of how we manage behaviour to reinforce expectations.

If a child fails to use the Quiet Reminder, Second Chance and Reflection Time to change their behaviour, then they will have a Time Out and an appropriate consequence. The consequence is agreed between SLT and the member of staff who originally dealt with the behaviour. The consequence should be ‘What the Child Needs’ and not ‘What the Child Deserves’. The purpose of any consequence is to enable a child to learn from their actions

using a restorative approach, re-regulate and be redirected back to their learning as soon as they are able. We do not use consequences as a way to punish children.

To ensure consistency across the school for all stakeholders, we use a **Behaviour and Consequences Chart** which details a clear and graduated approach to ensuring that any sanctions are appropriate and fair, based on the level of poor behaviour displayed. This guidance is always used with discretion and can be adapted by the Principal/SLT, if deemed appropriate. These are displayed in all classrooms and all staff and children are aware of the approach. The chart can be found in appendix 1 at the end of this policy.

PARENT/CARERS

A positive partnership with parents is crucial to support children to learn to manage their behaviour positively. Frequent contact is necessary, and this should be done informally through phone calls, contact in the playground and after school meetings. Positive behaviour will be recognised and celebrated as everyday classroom practice. Parents and carers will always be informed at an early stage if there are any concerns around their child's behaviour. We value the role of the parent and will always try to work in the best interests of the child with parent support.

SEND & VULNERABLE PUPILS

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. We may provide a more individual approach to meet the needs of some pupils who fall within this category and as part of meeting our duties will, as far as possible, look to anticipate likely triggers of misbehaviour and put in place support to prevent these. It is important that we understand the meaning behind some pupils' behaviour in order to support their difficulties. Some of our pupils come with a range of communication and social interaction challenges. Some may have attachment difficulties and may have heightened anxiety when presented with certain situations.

Typical behaviours may include:

- Meltdowns which may include shouting, screaming, hurting themselves, lashing out physically.
- Apparent rudeness or ignoring of others,
- A need to control situations,
- Inability to manage emotions,
- Language processing difficulties,
- Lack of empathy.

These behaviours can be frustrating and distressing but it is important that we see them in the context of our pupils' special educational needs. The SENDCo will 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. Parents will always be consulted, advised of this involvement and outcomes will be shared.

MANAGING EXTREME BEHAVIOURS

At times, some behaviour may be more serious as it is deemed 'deliberate and intentional harm' e.g. verbally or physically aggressive towards other pupils or staff, swearing, fighting or is an on-going concern, which is unacceptable to the calm, safe and structured environment within school. In this instance, the class teacher will refer to the Principal and/or the Senior Leadership Team.

Actions may include:

- Meeting with parents/carers to discuss support and strategies.
- Pupil being placed on a Positive Behaviour Plan or Report.
- Referrals to outside agencies will be made as required.

- In the most serious cases and where approaches towards behaviour management have been exhausted, fixed term or permanent exclusion may be necessary.

Positive Behaviour Plan (PBP) – up to 3 targets set and agreed between the child (if age appropriate), a member of the SLT and the parent/carer. Regular monitoring, a time limit set and rewards agreed.

Purpose: In order to engage parents and pupils in taking responsibility for pupil behaviour and finding ways together, to ensure a positive outcome.

Who: It is for those pupils who we see a pattern of regular and unacceptable behaviour emerging.

What: A maximum of three targets are agreed between the teacher and the pupil.

Process: Rewards, sanctions and an agreed length of monitoring time are set by the teacher and pupil. Teacher and parents monitor weekly for agreed time, 3 – 6 weeks.

Report - with parental involvement, a contact book between Home and School instigated for a fixed period. Behaviours causing concern would be significant and include repeated disruption in class (including regular low-level disruption), physical or verbal violence towards peers or adults, and other inappropriate behaviours.

Purpose: To engage parents and pupils in taking responsibility for pupil behaviour and finding ways together, to ensure a positive outcome.

Who: It is for those pupils who have not been successful with a PBP or where behaviour has deteriorated very quickly and seriously. For those who are at risk of being excluded.

What: A two-week report record will be put in place that records behaviour on a session-by-session basis. One target is set and agreed between the child, and the class teacher. The parent/carer is informed. This is signed by parents daily.

Process: The pupil must get their report card/book signed by the teacher at the end of each lesson, then counter signed by a member of the SLT daily. Parents should sign the report daily. A member of SLT and the teacher discuss the pupil's progress at the end of each week. SLT will meet/speak to the parent/s at the end of the process to give a progress report/outcome

SUSPENSIONS AND EXCLUSIONS

- There are fixed term suspensions and permanent exclusions. The Principal will follow the procedure set out in the statutory guidance, which is designed to ensure fairness and consistency. This can be found in [Suspension and permanent exclusion guidance](#).
- Please see the TCT Exclusions Policy: [Exclusion Policy](#)
- Suspensions (previously called fixed-term exclusions) are where a pupil is prevented from attending the school for a fixed period. If a pupil is subject to a suspension, the parent will be informed by telephone and then by letter. This letter outlines the dates and reasons for suspension, as well as the conditions of the suspension. At the end of the period, the pupil and parent are expected to attend a reintegration meeting with a member of the Senior Leadership Team.
- As a last resort, the school reserves the right to permanently exclude a pupil for behaviour which poses a significant risk to the school community. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

BEHAVIOUR BEYOND THE SCHOOL GATE

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity.
- travelling to or from school.
- wearing school uniform.
- in some way identifiable as a pupil from our school.
- posing a threat to another pupil or member of the public.
- could adversely affect the reputation of the school.

In the incidences above, the Principal may notify the Police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

CHILD ON CHILD ABUSE

At Courtwood Primary School, we are committed to creating a safe, respectful and nurturing environment where all pupils are protected from harm, including child-on-child abuse. We recognise that abuse can occur between children of any age and gender and may take various forms, including physical abuse, bullying (including cyberbullying), sexual harassment, sexual violence, harmful sexual behaviour, emotional abuse, coercive behaviour, and online abuse.

Prevention

We work proactively to prevent child-on-child abuse through:

- A strong, positive school culture built on respect, kindness and clear behavioural expectations.
- High-quality PSHE/RSE education that teaches pupils about healthy relationships, personal boundaries, consent, respect and reporting concerns.
- Safeguarding-aware curriculum provision, including E-Safety, anti-bullying strategies and awareness of risks online and offline.
- Consistent supervision in classrooms, corridors, playgrounds and during unstructured times.
- Clear communication so pupils know how to report concerns and are confident they will be listened to.
- Staff training so all adults can identify early signs of child-on-child abuse and respond appropriately.
- Targeted support for vulnerable pupils, including those with SEND or additional needs.
- Robust behaviour expectations with consequences which are understood and applied fairly.

Response to Incidents:

We take all reports of child-on-child abuse seriously and respond immediately and proportionately. Our response will always:

- Prioritise the safety and wellbeing of the child who has experienced harm or distress.
- Ensure allegations are reported immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL.
- Record concerns accurately and promptly, in line with safeguarding procedures.
- Assess the level of need and risk, involving external agencies (e.g., Children's Social Care, Police) where appropriate.
- Support both the child who has been harmed and the child who has caused harm, recognising that both may require help.
- Take proportionate disciplinary action in line with the Behaviour Policy.
- Put safety measures in place, which may include changes to routines, supervision plans, groupings or access to support services.
- Inform parents/carers promptly, unless doing so places a child at further risk.
- Monitor the situation to ensure behaviour improves and further incidents are prevented.

We do not tolerate any form of child-on-child abuse and work closely with pupils, parents and professionals to ensure that all concerns are addressed swiftly, effectively and with the highest regard for pupil safety and wellbeing.

BULLYING

Department for Education (DfE) defines bullying as **behaviour by an individual or group, repeated over time, that is intended to hurt or harm another individual or group, either physically or emotionally.**

It is any deliberate, hurtful, upsetting, frightening, humiliating or threatening behaviour that is repeated over a period of time and is very difficult for the victims to defend themselves (remember **STOP** – it happens **Several Times On Purpose**)

Bullying can include:

Physical	Physical bullying including hitting, kicking, taking or hiding belongings including money.
Verbal	Verbal bullying including name calling, teasing, insulting, writing unkind notes, sending abusive messages via text, email or social network.
Emotional	Emotional bullying including being deliberately unfriendly, excluding, tormenting, spreading rumours, photographing, giving looks
Cyber/Online	Cyber/online bullying is a method of bullying rather than a type. It includes bullying via text message, instant-messenger services and social network sites, email and images or videos posted on the Internet or spread via mobile phones. Technology can be used to bully for any reasons including race, religion, sexuality, and disability.
Related to Race, Religion or Culture	Bullying related to race, religion, or culture – recent political and social issues appear to be a factor in bullying and harassment.
Related to SEND	Bullying related to Special Educational Needs and Disabilities (SEND).
Related to Gender and Gender Identity	Bullying related to gender and gender identity. This often takes the form of harassment of a sexual nature.
Related to Sexual Orientation	Bullying related to sexual orientation. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risk not associated with other forms of bullying.
Related to Home Circumstances	Bullying because a child is fostered, adopted or a carer – evidence suggests that pupils who are fostered, adopted or are carers face a higher risk of being bullied.

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

USE OF REASONABLE FORCE

The government makes it clear that **'all staff have the right to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.'**

We follow agreed procedures at Courtwood Primary School – see our **Safe Touch Policy**, which incorporates the guidance from **DfE advice template (publishing.service.gov.uk)**. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use reasonable force to:

- Remove disruptive children from the classroom or area where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom or area where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves or others through physical outbursts.
- Prevent a child from damaging property

Incidents of physical restraint must:

- Always be used as a last resort,
- Be applied using the minimum amount of force and for the minimum amount of time possible, using recommended holds and referring to our Safe Touch Policy,
- Be used in a way that maintains the safety and dignity of all concerned,
- Never be used as a form of punishment,
- Be reported to parents and recorded on CPOMs,

SEARCHING, SCREENING AND CONFISCATION

Mobile Phones

Courtwood Primary School prohibits the use of mobile phones throughout the school day. The only exception applies to Year 6 pupils who walk to and from school independently; these pupils may bring a phone for safety purposes. Upon arrival, mobile phones are collected by a member of the Senior Leadership Team at the school gate, stored securely in the school office during the day, and returned to pupils at the end of the school day. Mobile phones must not be used on school premises at any time.

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

The Principal and the Senior Leadership Team have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for. At Courtwood Primary confiscation will be applied in a reasonable and proportionate way as part of the Behaviour Policy.

School staff 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.

Our criteria for confiscation will include:

- An item which poses a threat to others
- Disruptive items e.g. headphones, music player, smart watch
- Non uniform items
- An item which poses a health or safety threat
- An item which is counter to the ethos of the school e.g. material which might cause tension between one ethnic group and another
- An item which is illegal for a child to have, e.g. racist or pornographic material, alcohol or a vape
- A mobile phone that has not been handed in at the start of the school day

The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully.

Training

- Our staff are provided with training on managing behaviour, including proper use of restraint (where appropriate), as part of their induction process.
- Behaviour management will also form part of continuing professional development,
- Staff are given opportunities to discuss effective practice and raise any issues or concerns they have about behaviour of a pupil in school,
- Identified staff are fully trained in Positive Handling techniques and this is renewed where necessary.

Links with other policies

As part of taking a whole-school approach to behaviour and safeguarding, it will be important that the respective policies complement one another. This Behaviour Policy is linked to the following policies:

- [Child Protection policy](#)
- Anti –Bullying policy
- [SEND Policy](#)
- Safe Touch policy, as well as
- [Keeping children safe in education 2022 \(publishing.service.gov.uk\)](#)

APPENDIX 1
BEHAVIOUR AND CONSEQUENCES CHART

Level	Behaviour		Action
1	Quiet Reminder	<ul style="list-style-type: none"> • Calling out/constant chatting • Interrupting/ silly noises • Ignoring instructions • Being silly/pushing in line • Throwing/flicking small objects 	<p>A reminder of our 3 school rules:</p> <ul style="list-style-type: none"> • Be Ready • Be Respectful • Be Safe <p>Remind pupil/s of the expectations and explain what the child is doing wrong and what they need to be doing. Reminders are to be delivered privately where possible and can be repeated if necessary.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>‘Remember our rules about being ready, respectful, and safe. I notice that you’re not You need to stop (calling out, getting up out of your seat, talking, answering back etc)</i></p> </div>
2	Caution	<ul style="list-style-type: none"> • Wandering around the classroom • Not following any other established classroom rule • Refusing to work • Answering back/walking away • Purposeful disruption of teaching & learning • Rude/ inappropriate responses 	<div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>‘You have chosen to carry on... (calling out, getting up out of your seat, talking, answering back etc). If you continue you will have to... (see me at break/complete the work at home/go to another classroom.) Think carefully about your next step.</i></p> </div> <p>A clear verbal caution delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a choice to do the right thing. Pupils will be reminded of their good previous good conduct to prove that they can make good choices.</p>
3	Reset	<ul style="list-style-type: none"> • Taunting/teasing/winding up • Breaking equipment through silliness • Dishonesty • Touching others unkindly • Not responding appropriately to an adult speaking to them. • Name calling/unkind words • Encouraging other’s poor behaviour 	<p>The pupil is given an opportunity to re-engage with the learning / follow instructions. This might be a short time outside the room, for the pupil to reflect on their behaviour and have time to calm down before returning to learning. This should be followed by a <u>restorative conversation</u>.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>‘30 Second Script:</p> <ul style="list-style-type: none"> • <i>I noticed you are ...</i> (having trouble getting started/wandering around the classroom/calling out) • <i>It was our rule about</i> (not getting out of your seat without asking/ putting your hand up to answer a question) <i>that you broke.</i> • <i>You have chosen to</i> (have to finish your work at break time/move to the back of the class) • <i>Remember last week when you</i> (remembered to put your hand up every time/ sat still each lesson) • <i>That</i> (child’s name) <i>is who I need to see</i> </div> <p>Parent contacted by Class Teacher - to discuss/inform of behaviour.</p>

Level		Behaviour	Level
4	Time Out	<ul style="list-style-type: none"> • Intentional physical violence towards others • Purposeful damage to property • Leaving the classroom without permission • Swearing at someone (physical or verbal gestures) • Discriminatory Language (Racist / Homophobic etc) • Sexualised Behaviour (not age appropriate) • Continued refusal to follow school rules. 	<p>The pupil has Time Out of class in the instances where the opportunity to Reset has not worked or where more extreme behaviour has been displayed and behaviour has been unsafe</p> <p>Sent to SLT – This may result in:</p> <ul style="list-style-type: none"> • Loss of Lunchtime – Led by SLT • Loss of privileges – Including after school activities, representing the school at team or school trips. • Logged on CPOMs • Parents informed by Class Teacher or SLT <p>Restorative Conversation / Formal Meeting</p> <p>SEND: Use of De-escalation Plan and/or contact with LA SEND Caseworker if necessary.</p>
		<ul style="list-style-type: none"> • Extremely violent behaviour • Fighting/biting/serious harm to others • Throwing dangerous objects • Serious damage of property • Intimidating and/or threatening physical violence • Stealing • Bullying • Aggressive (verbal or physical abuse) behaviour towards adults • Leaving school premises • Persistent refusal to follow school rules and expectations. <p>Incident to be recorded on CPOMs</p>	<p>Sent to SLT – This may result in:</p> <ul style="list-style-type: none"> • Loss of Lunchtime – Led by SLT • Loss of privileges – Including after school activities, representing the school at team or school trips. • Positive Behaviour Plan implemented • Pupil placed On Report • Isolation • Fixed Term Exclusion <p>Restorative Conversation / Formal Meeting</p> <p>SEND: Use of De-escalation Plan and/or contact with LA SEND Caseworker, Referral to Fair Access Panel/Inclusion Forum if necessary.</p> <p>In the most serious cases Permanent Exclusion could follow</p>