



Name of Policy	Positive Behaviour Management (including Anti-bullying)
Date last reviewed	September 2026
Date to be reviewed	September 2027
Governor Committee	FGB
Key Member of staff	Co-Headteachers
Statutory	Yes

Duxford Church of England Community Primary School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment.

Contents

1. Visions and Values	3
2. Aims and objectives	5
3. Roles & responsibilities	6
4. Therapeutic thinking Approach	7
5. Valued behaviours	8
6. Supporting all learners	12
7. Detrimental behaviours	12
8. Anti-social behaviours	14
9. Recording, Reporting and Communication	21
10. Communication with parents	21
11. Exclusions	22
12. Monitoring and review	22
13. In conclusion	23
Appendix 1 – Restrictive Interventions Policy	25
Appendix 2 – Touch protocol	27
Appendix 3 – Restorative actions	29
Appendix 4 – Send children out of class	32
Appendix 5 – Reporting to SLT	33
Appendix 6 – Early Prognosis Paperwork	34
Appendix 7 - Roots and Fruits Paperwork	35
Appendix 8 – Key Steps Glossary	36
Appendix 9 – Consequence ladder	38
Appendix 10 – Child friendly consequence ladder	39
Appendix 11 – Home School Agreement	41
Appendix 12– Governor statement of General Principles for a Behaviour Policy	42

1. Vision and Values

'Encourage one another and build up one another'

1 Thessalonians 5:11

At Duxford Church of England Community Primary School our vision is for all of our children to **'Aim High...Fly High'** whilst **'encouraging one another and building up one another'**. We want our pupils to exhibit valued behaviours on their 'learning journey' with us in order that they strive for academic excellence and reach their full potential.

We aim to support all pupils through a positive, therapeutic, restorative and effective behaviour management approach that reflects the values and principles that we consider important to our school. Our therapeutic approach to behaviour management has been inspired by Cambridgeshire's 'therapeutic thinking' training. This approach recognises the role school has of teaching behaviour as a Behaviour Curriculum and that of growing internal discipline in the pupils we teach. We believe that pupils learn behaviours and make positive choices through:

- Positive relationships with adults and peers - Adults having positive relationships with pupils and acting in a fair and consistent manner is the most effective way of ensuring a positive and engaging learning environment.
- Positive role models – using words and actions that mirror the responses we are trying to encourage in our pupils.
- Positive phrasing and repetition of high expectations – using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual.
- Consistency – working out the best way to support each individual pupil and ensuring approaches to that pupil are consistent.
- Praise and positive reinforcement – noticing when pupils are demonstrating valued behaviours and ensuring this is praised.
- Comfort, calmness, empathy and forgiveness – ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given.

This policy therefore embeds this therapeutic approach with our 4 keys AIMS and our Golden Rules in order that school members learn and experience equality of opportunity to enjoy community life.

We are...

Attentive

Imaginative

Motivated

Spiritual

Attentive

- We listen
- We look after our environment and resources.

Imaginative

- We work together.
- We try new things



Motivated

- We are eager to learn.
- We use our Growth Mindset

Spiritual

- We are respectful.
- We look after each other and are safe.
- We are calm and mindful

What this looks like: (Our Golden Rules)

Ready
Respectful
Safe

2. Aims and Objectives:

We follow the Cambridgeshire Therapeutic Thinking Methodology which aims to analyse the behaviours in order to consider the emotions and thoughts behind a pupil's behaviour. Staff aim to understand and acknowledge how behaviour, experiences and feelings are inseparably linked. Staff understand that behaviour management and responses need to be designed to meet the specific needs of each individual pupil, their age and any special circumstances that affect them. By focusing on the root causes of behaviour, we try to encourage long-term behavioural change, rather than simply addressing the surface-level actions. This approach fosters a supportive environment where all children are encouraged to understand their emotions and self-regulate, leading to a better school experience for everyone.

Within our school community, we aim:

- *To be welcoming and inclusive.
- *To recognise that each pupil is an individual with their own needs
- *To provide a calm, safe environment with unapologetically high expectations in which all pupils can achieve their very best
- *To create a firm and consistent approach to behaviour throughout the school.
- *Promote respectful and thoughtful behaviour between all members of the school community.
- *To maintain, encourage and promote positive behaviour, self-discipline and respect and encourage each pupil to accept responsibility for their own actions.
- *To teach pupils' the skills and attitudes required to achieve and maintain valued behaviours.
- *To raise pupils' self-esteem and help them feel safe and secure.
- *To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty.
- *To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour.
- *To develop pride in the school, in work, in effort as well as achievement.
- *To adopt a 'Growth Mindset' approach, where pupils learn to value their mistakes and move forward from them, and resilience is promoted and celebrated within classes
- *To involve parents in the valued behaviour of their children.
- *To promote that everyone within the school community has an important role to play in the smooth running of the school and to contribute through codes of good conduct.

3. Roles and Responsibilities:

Staff Responsibilities

School staff at all levels contribute to ensuring good pupil behaviour as well as teaching, promoting and creating situations where pupils can develop positive learning.

Overall class teachers have day-to-day responsibility for the discipline of the children in their classes. A caring classroom atmosphere helps to reinforce valued behaviour and teachers themselves are expected to be good role models for the children in their classes. All school

staff share the responsibility for the sensible behaviour of the children in and around the school.

Lunchtime and playtime responsibility is delegated to Teaching Assistants overviewed by class teachers as well as the Co-headteachers and deputy headteachers.

Parent responsibilities:

We encourage parents to be aware of the school codes of conduct and expectations and to support the implementation of this behaviour policy as outlined in the home-school agreement.

We look to our parents to ensure that their children are aware of appropriate behaviour in all situations and to encourage in them independence and self-discipline.

We expect parents to work in close partnership with the school and to discuss any problems that may arise, either at home or at school, as soon as possible with their child's class teacher. We ask our parents to inform the school of any changes in circumstances that may affect their child's behaviour in school.

We expect parents to recognise that teaching and learning cannot take place without good behaviour being in place.

Above all we regard it as the responsibility of the parents to foster good relations with the school and to show an interest in what their child does there.

Pupil's responsibilities

Children are expected to follow the codes of conduct, routines and expectations in the school and classroom and show respect for the rights and needs of everybody in the school community. Politeness and good manners are insisted upon, when dealing with ALL staff and other adults who may be in the school as outlined in the home-school agreement.

Children should show respect to ALL staff and pupils within the school.

Children are expected to accept consequences and be willing to be reflective in order to adapt their future behaviour and make good choices.

4. Therapeutic thinking Approach

School staff have been trained in the Cambridgeshire 'Therapeutic thinking' approach to behaviour management. It is an approach that aims to reduce and manage conflict and build a positive school ethos. The training covered a range of areas including conflict de-escalation, calm body language, debriefing and positive handling techniques.

In line with the approach, the school follows a number of principles:

- All staff should always speak to pupils respectfully and calmly – reducing conflict and leading by example.
- The teachers' and teaching assistants' role is to help pupils and always try to reduce conflict and not do anything that may escalate it;
- Use a calm stance and de-escalation script in a conflict situation;
- Provide pupils with a 'Recovery time' to calm down after an incident, after which there should be a de-brief; this may be carried out by another member of staff:

- A predict and prevent plan or risk management plan should be completed for any pupil for whom there is a 'foreseeable risk' that they may behave in a way that will cause harm to themselves, others or property;
- Positive handling of pupils in a safe way (see appendix 1);
- Being proactive in managing pupils' behaviour e.g. trying to avoid situations which may cause conflict;
- Recording incidents on CPOMS – reporting of incidents must follow protocol.

4.1 De-escalation script

This is a prepared script to be used when a child is trying to engage adults or others in conflict.

The script is:

- Child's name
- I can see something has happened
- I'm here to help
- Talk and I'll listen
- Come with me and...

It is important that all staff use the same script, although it can be in a different order. The de-escalation script should be used repeatedly with no variation from it until the child has been persuaded to leave the situation

5. Valued Behaviour

Valued behaviours are those relating to behaviour which is positive, helpful and allows for social acceptance.

We recognise that positive experiences create helpful feelings and helpful feelings create-valued behaviour. Our therapeutic approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm.

All learners, parents, staff and visitors who come into school have responsibility for promoting valued behaviour by demonstrating clear values and principles. At Duxford C of E Community Primary School, our values are demonstrated through each member of staff working as a member of a team, sharing achievements, successes, problems, concerns and stresses.

Children learn how they can make the classroom and school a safe and fair learning community for all, and that it is unacceptable for other people to make it unsafe or unfair.

They have a responsibility to ensure the learning of others.

These principles are exemplified through:

- Respecting the dignity of each person; their individuality, their feelings and their role in the school.
- Showing respect for each person, and empathy for their feelings.
- Using consistent, clear and agreed boundaries
- Building confidence and self-esteem by valuing each person's successes and achievements.
- Encouraging independence
- Praising positive behaviour.
- Using positive phrasing and reminding, using scripts, repetition and structure.
- Building trust, by doing what is expected of us, showing that we believe in each

other and our school, and by accepting mistakes as opportunities for learning.

- Communicating effectively, so that each person feels able to contribute to the school's mission positively and to do the best job they can.
- Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour.
- Teaching right from wrong, honesty and respect for others.
- Comfort and forgiveness.

Throughout the year, classes focus on the 'School Expectations'. The pupils, with the help of their teacher, reiterate the positive ground rules that will make for a happy, calm and positive working classroom environment and general behaviour expectations around the school environment. If a child contravenes this code of conduct, they are reminded of its importance for everyone's well-being throughout the school.

Mobile Phones and Smart Devices

As a primary school, we recognise that some parents/carers believe that pupils may need a mobile phone for safety reasons when travelling to and from school independently. Mobile phones should only be brought to school where there is a genuine need and with parental agreement. Pupils bringing a mobile phone onto the school site must ensure that it is switched off before entering the school grounds and handed to their class teacher for secure storage throughout the school day. Mobile phones must not be used by pupils on the school site, including before or after school, unless authorised by a member of staff. Smart watches with communication, internet access or image-recording capabilities are not permitted. Any unauthorised use of a mobile phone or smart device may result in the device being confiscated and returned to a parent or carer. The school accepts no responsibility for loss, theft or damage to devices brought onto the school site. Pupils are expected to use technology responsibly and, in a manner, consistent with the school's values of being Ready, Respectful and Safe.

Daily expectations for valued behaviour

Activity	Ready	Respectful	Safe
Coming into school	Have necessary equipment: PE kit, home learning, reading, spelling, times tables books etc as appropriate Wear correct school uniform: hair tied up, no smart watches, no large hair accessories, no nail varnish, in Year 6 mobile phones are only allowed into school with parental request and must be given to the class teacher at the start of the day until the end of the day. Mobile phones must be switched off before entering school site.	Staff and children greet each other with, 'Good Morning'	Hang up coats & bags to keep cloakrooms tidy & floor clear Use indoor voices Smart walking No wheels, stay off play equipment If Year 5 / 6 children have mobile phones they are switched off before entering the school and handed to the teacher to be stored in the lock box.
Whilst working in the classroom / learning bays	Pay attention to the adults Join in – ask and answer questions respectfully.	Listen to adults and other children Hand up to contribute Don't distract others Wait your turn	Keep hands and feet to yourself
	Being Ready, Respectful and Safe – sit up straight, hands still, in your own space, no noise and eyes on the speaker.		
Moving around the school	Line up smartly when asked. Face the way you are walking. No talking Walk with purpose	Treat school property with respect Don't distract learning in other classes Smile at people as you pass	Smart walking with purpose Indoor or no voices Keep to the left
	Being Ready, Respectful and Safe – stand up straight, hands by side, in your own space, no noise and eyes on the speaker.		
Assembly	Arrive on time	Sit smartly and silently	Smart walking in and out of the hall
	Being Ready, Respectful and Safe – sit up straight, hands still, in your own space, no noise and eyes on the speaker.		
Lunchtimes	Leave the scraper beside the bin Take your water bottle to the hall	Use good manners: say 'Please' and 'Thank you', no talking with food in mouths, use knives & forks Indoor voices	Wash your hands before lunch. Queue sensibly Be tidy Smart walking Eat only your own food Use quiet indoor voices Tuck your chair in Face forward at the table Sit in your designated seat
Playtimes	Have suitable clothing, e.g. coats Follow instructions given by an adult Tidy up equipment at the end of break times and	Speak nicely to each other. Play kindly. Take care of each other and equipment. Show respect to	Line up sensibly Play safely: no rough games, be aware of other children as you move around. No throwing objects over

	lunchtimes. Line up sensibly facing the front.	others at all times Tidy up Put litter in the bin	fences Kind hands, feet & words. Stand still when the first whistle blows, line up sensibly after the second whistle collecting any equipment you walk past.
End of the day	Take home everything you need. Line up smartly ready for the bus or DX Year 5 / 6 children will collect mobile phones from lock box and these will remain switched off until off the school site.	Make sure that the classroom and learning areas are tidy	KS2: Only go home with your expected adult – return to your class teacher if your adult isn't there. UKS2 mobile phones to remain switched off until off school site. KS1: line up smartly and wait for your teacher to see your parent

5.1 School trip/Local Community expectations

When out on a school trip or in the local community (in school uniform) pupils are representing Duxford C of E Community Primary School and are expected to promote the valued behaviours expected in school.

Additionally, pupils are required to adhere to a number of expectations when they are off-site which include:

- Showing respect and good manners to members of the public, teaching staff, parents, volunteers and peers.
- Using appropriate voices for the situation.
- Keeping safe by following the Ready, Respectful and Safe expectations for walking and staying close to their group/partner/leader.
- Listening carefully to all adults.
- Following instructions.

If pupils persistently display detrimental, anti-social or dangerous behaviours in school, they may be excluded from participating in school trips or need to be accompanied by a parent/guardian. This is to ensure the safety, well-being and enjoyment of all pupils and staff. Children with SEND may require additional adaptations in order to be successful and safe on school trips; these will be planned for accordingly on a 1:1 basis.

5.2 Praise, Reward and Celebration

At Duxford C of E Community Primary School, learners should develop the understanding that their valued behaviour can be rewarding in itself and can also bring about positive experiences and helpful feelings in others.

The use of extrinsic rewards for pupils can be an effective measure in managing behaviour.

When encouraging and rewarding positive behaviour we use:

- * Praise from adults and peers

- * Stamps on pupil's work; positive comments
- * Stickers for themselves or their work
- * Showing good work to other classes, teachers, Deputy Heads/InCo or Co-head teachers.
- * WOW writing displayed on the classroom door
- * Good work and achievements being displayed around the school and on the school website.
- * Awarding of house points. House points are collected from each class and celebrated during the Celebration assembly. Each term the house points are totalled up and the winning House, who have displayed the AIMS most effectively, receive a reward/treat
- * Head Teacher Awards for achieving outstanding learning
- * Special cards are awarded during Celebration assemblies to children who have been Attentive, Imaginative, Motivated or Spiritual during the previous week.
- * Weekly Reward Time. Before Reward Time starts, teachers & children reflect on the successes of the week, discuss any areas for improvement and set behavior targets for the week ahead. Reward Time is 20 minutes and should be used as a time for valued behaviour, including playing games.
- * Cumulative class rewards for whole class good conduct where pupils work together to earn a reward – individual classes have different in-class reward systems chosen by the class teacher
- * Fortnightly time set aside for children whose behaviour and attitude is consistently above and beyond to meet with Co-headteachers or SLT.

6. Supporting All Learners

At Duxford C of E Community Primary School adults have the responsibility to use consequences, which have a relation to the behaviour and, as a result, help the young person to learn and develop positive coping strategies. Consequences act on internal discipline by creating a learning opportunity directly relating to the detrimental behaviour to the harm caused, that then contributes to the situation. Consequences will seek to restore and repair relationships.

6.1 Low Level Behaviour

For the majority of pupils, a clear reminder about the right behaviour would be sufficient for the pupil to correct their behaviour. Some low-level behaviour is driven by a need for attention. In these circumstances, staff will, where possible, ignore low-level behaviour and take the first available opportunity to praise valued behaviour. When doing this, staff will focus on praising the pupils who are behaving in a valued way. When addressing low-level behaviour, staff will not draw attention to the pupil in a shameful way, but will either speak very quietly to the pupil or wait until after the lesson to talk to them. Staff may make clear their expectations of them by the end of the lesson.

Low Level Behaviours	Consequences and support
Lack of concentration Not following instructions Not being Ready, Respectful and Safe when appropriate Dropping litter Inappropriate use of equipment (including ruler twanging and building 'towers') Rocking on chairs Doodling/scribbling on whiteboards Day-dreaming Other off-task behaviour (quietly not bothering others) Lack of effort in standard of work Chatting between pupils at inappropriate times-listening/learning times Preventing other pupils from learning Negative learning attitude	Make eye-contact (where possible), use a non-verbal warning (e.g. teacher 'look') <i>(if that doesn't work)</i> Say the child's name <i>(if that doesn't work)</i> Give them a clear verbal reminder of your expectation "Jimmy, sit properly on your chair and continue with your writing." <i>(if that doesn't work)</i> Teacher or TA to speak to child privately – these behaviours are likely to be caused by an unmet need. Try to meet that need so that the child can continue to make progress in the lesson.

7. Detrimental behaviour:

Detrimental behaviour is defined as: not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication

of unhelpful feelings.

Detrimental Medium Level Behaviours – <i>purposeful behaviour that pupils know are against the class/school expectations but feel they need to do it anyway</i>	Consequences and support
Persistent low level behaviour (Usually 3 times in a lesson) Head down on table, no communication Defiant behaviour involving ignoring questions and instructions Not following instructions/refusal to do as asked – saying ‘No’ to a request from an adult Work refusal Refusing to engage in group work (quietly) Ongoing lack of effort in standard of work Disrespect	What is the unmet need? (Boredom, work too hard/easy, need to move, feeling ill/unhappy, falling out with friends, classroom too noisy, anxious about working with certain peers or speaking in front of the class, anxieties, difficulties at home, etc) Can you meet that need for them? (differentiate the work, give them an alternative activity, give them a task to do that enables them to leave the classroom and move (take a message, ‘heavy work’, etc), give them the option to work somewhere quieter, 5 mins to chat to you or a TA about what is worrying them) You may choose strategic ignoring of some of these behaviours depending on the individual pupil in question, especially where they are in place of anti-social behaviours which will disrupt the learning for everyone Consequences may include – child to lose a set amount of playtime, missing a set amount of reward time, restorative process, class teacher to contact parents to explain detrimental medium level behaviours
Detrimental High Level Behaviours - <i>behaviours that put them at risk of physical harm; behaviours that show complete disrespect for school staff</i>	Consequences and support

Persistent Medium Level Behaviours Leaving the classroom without permission Self-harm, repetitive banging head on table/wall, etc.	Class teacher to give verbal feedback to parents (this should happen every time a child leaves the classroom without permission or when self-harm occurs) Speak to InCo for strategies to support pupil's mental wellbeing Work together using the Early Prognosis Tool, Anxiety mapping, Roots and Fruits where it is felt it will help Consider alternative provision during certain lessons if frustration or anxiety is causing concern Reflect, Repair, Restore (see appendix 3) – to be completed at an appropriate time, perhaps break time or lunchtime, incorporating time to catch up on missed learning as appropriate Consequences may include – see consequences from detrimental medium level behaviours. Additional consequences include - extended playtime lost, removal from class, daily reporting to SLT, restriction/removal of activities/privileges, daily contact with parents
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8. Detrimental behaviour

Detrimental behaviour is defined as: behaviour that causes harm to an individual, a group, to the community or to the environment

Detrimental Behaviours	
Low Level Behaviours – <i>low level behaviours that disrupt the learning of others and may or may not disrupt their own learning; behaviours that can be upsetting for others</i>	Consequences and support

Getting up from the table without reason, wandering around Calling out (answers to questions, not allowing others to think for themselves) Interrupting the teacher or other pupils Talking at inappropriate times Irritating the other pupils (poking with rulers/pencils, etc) Passing notes Non-aggressive throwing of small objects Rough play Running or being noisy in the corridors Inappropriate language (undirected) Invading others' personal space Defiance to adults in the school Answering back to adults Preventing other pupils from learning Disrespect	Make eye-contact (where possible), use a non-verbal prompt <i>(if that doesn't work)</i> Say the child's name <i>(if that doesn't work)</i> Give them a clear verbal reminder of your expectation "Sarah, raise your hand if you wish to answer. <i>(if that doesn't work)</i> Give the pupil a verbal warning – "Sarah, this a warning. Remember to raise your hand. You must raise your hand to answer, other pupils are being disrupted." If they continue, find an appropriate time to speak to them privately (or TA to speak with them/sit with them) give them a final warning and explain that there will have to be a consequence for their behaviour if it continues. If that doesn't work, refer to consequences for Medium Level Behaviours. Work together using the Early Prognosis Tool, Anxiety mapping, Roots and Fruits where it is felt it will help
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Medium Level Behaviours - <i>purposeful behaviour that pupils know are against the class/school expectations and do it anyway; behaviours that may cause minor injuries but causing injury was not the 'aim' of the behaviour</i>	Consequences and support
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Repeated low level behaviour (Usually 3+ occasions in a lesson) Deliberately provoking others (knowing that this will cause a specific reaction) Rough play where someone gets hurt Pushing and shoving Name calling (minor) Causing damage to other people's property, including school equipment/displays (small scale or damage was not intended) Intimidating others, making threatening gestures Throwing small items that will not cause injury at other people (directed) Throwing items that could cause harm (undirected) Swearing (undirected) Deliberate unkindness to others Persistent defiance Leaving the classroom without permission Gang-like behaviour Intimidating behaviour towards a member of staff/adult Bullying	Reflect, Repair, Restore (see appendix 3) – to be completed at an appropriate time (NOT while they are still in a heightened emotional state), perhaps break time or lunchtime, incorporating time to catch up on work missed during the lesson (educational consequence) or time away from certain peers (protective consequence). Repeated Medium Level behaviours, class teacher to give feedback to parents) Work together using the Early Prognosis Tool, Anxiety mapping, Roots and Fruits where it is felt it will help Parents/carers may be called in to school to support/regulate their child. Possible educational consequences Complete work from the lesson at break time or lunch time (as long as they still have some time to go outside) Complete work from the lesson at home Moved to a position in the classroom where they cannot distract others Moved to a position in the classroom where there is closer adult support Fixing or cleaning up things they have damaged
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	Additional input through PSHE on social skills and resiliency Regular/weekly verbal feedback with parents/carers Individualised reward chart to encourage work Writing a letter of apology Possible protective consequences Can be sent out of the classroom if their behaviour is causing physical or emotional distress to others or stopping others from working (see appendix 4) Moved to a position in the classroom away from the person they are being unkind to Moved to a position in the classroom where there is closer adult supervision Restricted lunch time/break time, alternative break provision provided for a day Regular/weekly verbal feedback with parents/carers Individualised reward chart to encourage positive behaviour Miss reward time Restriction/removal of activities/privileges (e.g. playing for a school team), Daily contact with parents
High Level Behaviours – behaviours that put a pupil or an adult in danger of physical or significant emotional harm; behaviours that show complete lack of respect for school staff	Consequences and support
Repeated medium level behaviour (Usually more than 2+ times in a week, following class teacher feedback to parents) Throwing objects that could cause injury at other people (directed) Swearing or other inappropriate language (directed at a child or teacher) Spitting at others Biting (depending on age and developmental level of child) Climbing onto high equipment and refusing to come down Deliberate vandalism to school	Referred to Leadership Team (Key Stage lead, Deputy Head) in the first instance, where possible) and involved in meetings/phone calls with parents Parents will be called to come and support/de-escalate/regulate if necessary. Meeting in school with parents and Co-headteacher/deputy headteacher Reflect, Repair, Restore (see appendix 3) – to be completed at an appropriate time, perhaps break time or lunchtime, incorporating time to catch up on work

	missed during the lesson (educational consequence) or time away from certain peers (protective consequence). Work together using the Early Prognosis Tool, Anxiety mapping, Roots and Fruits where it is felt it will help Possible consequences See consequences for Medium Level behaviours, Additional consequences include: removal from class for a fixed period of time, Reporting daily to SLT (report card) Possible class visit from PCSO to educate on vandalism, stealing or other misdemeanors that would be breaking the law if they were older. Parents/carers may be asked to pay for damages.
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Highest Level Behaviours	Consequences
Directed verbal abuse towards an adult or pupil including swearing, racist or homophobic language Violent physical aggression causing injury: intentional hitting, kicking, head-butting, punching, etc. Use of an object to deliberately cause injury Bullying and/or persistent intimidation Leaving the school site without permission	Referred to Co-headteacher Use of protective consequences as for High Level Behaviour Parents will be called to come and support/de-escalate/regulate Meeting in school with parents and Co-headteacher Pupil reporting to SLT at the end of the day for 1 week (see appendix) Seek support from outside agencies, where necessary Persistent Highest Level Behaviours after other steps have failed: SLT may decide that a pupil may be isolated for a limited period of time from their class by working in another area of the school. Fixed-term internal exclusion Fixed-term external exclusion Permanent exclusion

When addressing low level detrimental or anti-social behaviours staff will follow the reminder, reminder, warning, limited choice strategy. At each stage of the strategy the staff member must explain why the reminder or warning is being given and the negative behaviour the child is

displaying.

1. **Reminder** – Child receives a reminder about the behaviour they are displaying – e.g ... this is your reminder as you are ...
2. **Reminder 2** – If behaviour continues or escalates child receives a second reminder – e.g. ... this is your second reminder as you are still ...
3. **Warning** – If the pupil continues to display the behaviour or escalates the behaviour further a warning is given – e.g. ... this is your warning as you are ...
4. **Limited choice** – At this stage pupils should be given a choice to help them improve the behaviour they are displaying. e.g. ... you have had your warning and you are continuing to... You now have a choice to either ... or ...
It is at the limited choice stage that the behaviours should be logged on CPOMS and children will receive a consequence. The trigger for the behaviour should be logged on CPOMS in order to further support the analysis of the behaviours.

When responding to dangerous and difficult behaviour, adults will consider the individual child – the behaviours may be linked to SEND, anxiety, trauma, backgrounds and other events in that child's life. Adults will seek to cool down, repair, reflect and restore.

The following guidance should be used when appropriate to regulate the child's behaviour:

Firm voice, not shouting, limited talking

1. Remind children of the rule using their name and giving the reason for the rule – 'Bart, this is your reminder, we stand on the floor not the tables otherwise we might hurt ourselves falling'
2. Repeat the reminder.
3. Limited choice - 'You have a choice either _____ or _____. You choose'.
4. Repeat choice as needed.
5. Consequence- eg. 'You didn't sit down so we...
6. Consequence extension if needed- 'That is another minute added to your consequence, you sit or I add another minute. You choose'.

When seeking support from another member of staff, care should be taken that one does not undermine one's own authority or credibility for dealing with behaviour in the future. Thinking about the language you use is important when asking for help e.g. Thank you for coming, Mrs Can you take to thefor me while I teach the rest of the lesson.

8.1 Behaviour Modification Strategies

The Behaviour Policy is the plan for the majority of pupils. However, in addition, some pupils may require Anxiety Mapping to ascertain where their anti-social/detrimental behaviours are triggered and to then plan for a reduction in triggers. Individual Risk Management Plans (RMP) are available for pupils who need a further personalised approach. These are constructed with the class teacher, teaching assistants, InCo, SLT, parents and pupil, if deemed appropriate.

Some pupils may require additional more specialised intervention from an external agency that can provide advice and guidance to parents and the school.

8.2 Bullying

We do not tolerate bullying at Duxford C of E Community Primary

Bullying is the deliberate use of aggressive or unkind actions to hurt another person, usually over a sustained period of time. Bullying results in pain, fear and/or distress to the victim. Generally, it is difficult for the victim to defend him/herself.

Bullying can be:

- Physical – hitting, kicking, or use of any violence
- Verbal – name calling, insulting, racist remarks, teasing
- Indirect/emotional – tormenting, being unfriendly, excluding

School

8.2.1 Why is it important to respond to bullying?

There are a number of reasons for challenging bullying behaviour in our school.

- The safety and happiness of pupils. Children who are bullied lose confidence, suffer injury, feel miserable – become unhappy about being in school
- Educational achievement: Unhappiness and lost confidence can affect concentration and learning
- Bullying goes against all that Duxford C of E Primary School stands for in its vision and values.

8.2.2 Procedures to combat bullying in our school:

Direct action by the class teacher should be the first course of action. This should be dealt with within the context of the incident. This will remind all the class and those other children involved that bullying behaviour is unacceptable in our school and will not be tolerated. Class teachers can often build upon their relationship with individual pupils to encourage honest and direct discussions. The teacher can also aim to help the children involved to find their own solution to their personal disagreement and also discuss with them how their actions solve the problem.

Sanctions should be used where bullying behaviour is clearly proven. These will be related to the sanctions described above in this policy.

Bullying Behaviours	Consequences and support
- Physical – hitting, kicking, or use of any violence - Verbal – name calling, insulting, racist remarks, teasing - Indirect/emotional – tormenting, being unfriendly, excluding For bullying which is repeated, results in damage to property or injury of a person a more serious response should be considered.	Referred to Leadership Team (Key Stage lead, Deputy Head) in the first instance, where possible) Reflect, Repair, Restore (see appendix 3) – to be completed at an appropriate time, perhaps break time or lunchtime Moved to a position in the classroom where they cannot access the pupil others Moved to a position in the classroom where there is closer adult support Additional input through PSHE on social skills Regular/weekly verbal feedback with parents/carers Writing a letter of apology Fixed-term internal or external exclusion Permanent exclusion

As a school, we understand that we are all involved in the prevention and solving of bullying if it were to occur: our families, staff and governors. Bullying awareness can be highlighted in a variety of ways through our PSHE curriculum.

9. Recording, Reporting and Communication (appendix 3)

Details of all behaviour incidents should be recorded on CPOMs and kept along with the pupil's reflections. Co-headteachers, InCo and Deputies monitor CPOMs regularly.

If behaviour results in physical or verbal abuse towards a teacher/adult an 'Assault' form should be completed and a copy forwarded to the LA

If physical intervention of any kind is required then the physical intervention record should be completed as soon as possible

10. Communication with Parents/Carers

The school endeavours to make and maintain good relationships with parents and carers, and sees them as essential partners in the task of education and managing behaviour, and attempts to positively involve them in all aspects of their child's learning and behaviour.

Class teachers play a key role in developing and supporting these positive links and enabling relationships. The school recognises the key role of parents and carers and that they may need help and support in the management of the pupil at home. Parents will be therefore be informed and involved at an early stage where there are behaviour concerns. Strategies used effectively at home and at school will be shared so that the pupil experiences a consistent approach and, where appropriate, external agencies will be involved in this support. Behaviour targets are also discussed and evaluated with the parents and carers. Accurate records of incidents and how the school has responded to them, including conversations with parents will be kept.

11. Exclusion

Exclusion is used where it is in the best interests of the pupil and/or necessary for the safety, security and orderly conduct of other pupils at school. The Cambridgeshire County Council Exclusion Guidance for schools and the Exclusion Hotline is used when considering any exclusion with the check list for Headteachers being completed in all circumstances. [https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions and permanent exclusions guidance.pdf](https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf) The Co-headteacher has the power to exclude a pupil from school. Any violence towards staff will not be tolerated and the pupil will be excluded for a fixed period. The Co-headteacher may exclude a pupil for one or more fixed periods. The Co-headteacher may also exclude a pupil permanently for repeated occurrences although this is the absolutely last resort for the school. External agencies will be consulted if a pupil's behaviour has escalated to that level. Serious and dangerous incidents may result in a fixed term or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Parents are informed of the decision and reasons for the exclusion. A reintegration meeting is held with the parents and child on their return to school.

12. Monitoring and review

The Co-headteachers and the leadership team monitor the effectiveness of the behaviour policy on a regular basis.

Behaviour incidents are recorded and monitored to ensure that the children receive appropriate support. Records may be used to support referrals to external agencies where this is deemed necessary. The children will use reflective time to record incidents and think about their actions.

In addition, the Co-headteachers logs incidents of prejudicial behaviours such as racist, sexist and homophobic behaviours.

It is the responsibility of the Governing Body to monitor the rate of fixed term and permanent exclusions and to ensure that the behaviour policy is administered fairly.

12.1 Governor's Responsibility

The governing body reviews this policy every year. The policy may be reviewed before this should new recommendations from the government or Local Authority be issued.

The governing body is responsible for reviewing and approving the written statement of behaviour principles. The governing body will also review this behaviour policy in conjunction with the Co-headteachers and monitor the policy's effectiveness, holding the Co-headteachers to account for its implementation.

The Co-headteachers are responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 12). The Co-headteachers will also approve this policy.

The Co-headteachers will ensure that the school environment encourages valued behaviour and that staff deal effectively with detrimental behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

13. In Conclusion

We seek to provide a safe and happy environment in which pupils can learn. By following this policy, we expect to promote in pupils an understanding of the effect their behaviour has on other people and the importance of codes of conduct in our society.

Appendix 1: Restrictive Interventions Policy (also see DFE restrictive interventions including the use of reasonable force document).

Staff have agreed to follow the principles of Cambridgeshire Therapeutic Thinking regarding handling pupils in school. These are as follows:

Guiding and Escorting

Sometimes it may be necessary to guide children. All staff who have completed the Therapeutic thinking training have been trained how to do this in a way that does not harm the pupil or put anyone else at risk.

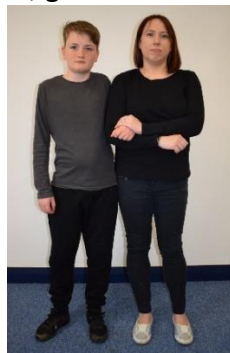
The most risk free way is to form a 'mitten' shape with the fingers and thumb and place just above the pupil's elbow. The elbow should NOT be held, so that the pupil is free to move away; any force exerted can only be by the pupil pushing back.

Closed Mitten

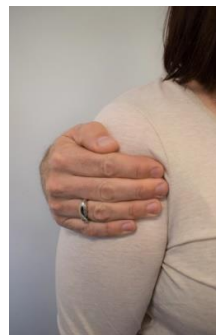
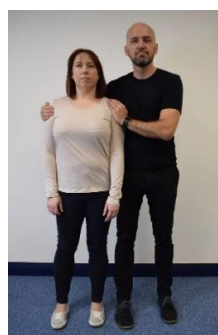


This can be extended to a more assertive 'escorting' position by standing side by side with the pupil and placing the 'mittens' on both of the pupil's elbows. The adult's shoulder should be behind the pupil to guide them. This position will lessen the risk of the pupil turning and lashing out. Both guides and escorts should be performed only if absolutely necessary and should be recorded on the appropriate form, along with an explanation of the reasons for it and what other strategies had been tried first.

Offering an arm (to support, guide or escort)



Supportive hug (to support, guide or escort)



Supportive arm (to support, guide or escort)



Calm Stance

When a pupil is in a state where conflict is inevitable or already happening, adults must adopt an open body stance – 'side on' to the pupil and encourage the pupil to move by motioning with the hand which way to go.

Calm stance and escorting should usually be used in conjunction with the de-escalation script, in order to remove a child calmly and assertively from a conflict situation.

Restrictive Physical Intervention (RPI)

Very occasionally, incidents may occur where a child needs to be positively handled to prevent themselves or others from serious harm. If a pupil presents a foreseeable risk, school should prepare a risk assessment for them. There may be occasions where they need to use restraint, e.g. to stop a pupil running in front of a car, or other situations that involve immediate risk of harm. In all cases staff must use their best judgement and ensure that all actions are reasonable, proportionate and necessary. Following an incident such as this, a risk assessment needs to be carried out and further training given.

Appendix 2: Touch Protocol

At our school, we have a touch protocol. This means that as a member of staff you are able to physically guide, touch or prompt pupils in appropriate ways or if needed. It is extremely important that you have read and understood this protocol to appreciate the reasons why we may choose to hold/touch pupils and the appropriate ways in which we must do so.

Why Do We Use Touch?

We may need to physically touch, guide or prompt pupils if they require personal care, assistance with writing, eating, dressing, etc. At other times, it may be appropriate to hug a child to offer comfort or praise.

How Do We Use Touch?

Hugging

At this school, we encourage staff that are using touch for comfort or reward to use a 'school hug'. This is a sideways on hug, with the adult putting their hands on the pupil's shoulders. This discourages 'front on' hugging, and the adult's hands on the shoulders limits the ability of the pupil to turn themselves in to the member of staff. This can be done either standing or sitting.



Supportive Hug



Supportive Arm



Offering an arm

Hand Holding

We recognise that pupils sometimes enjoy being able to hold hands with adults around them especially in the younger pupils. This is perfectly acceptable when the hand holding is compliant. However, if the hand holding is being used by an adult as a method of control to move pupils, this can become a restraint. Therefore, we encourage the use of the 'school hand-hold'. This is done by the adult holding their arm out and the pupil is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the pupil's for a little extra security, if it is required.

In summary, it is generally deemed appropriate to touch others on the upper arm which would appear to be regarded as a neutral zone in most cultures.

Lap Sitting

At our school, we actively discourage pupils from sitting on an adult's lap. Pupils should be taught to seek comfort/attention through other means, for example the school hand hold or hug. If a pupil attempts to sit on your lap, explain to them that this is not what we do here and ask them to sit next to you, if it is appropriate.

At times, pupils may be in such crisis or distress that they hold you in a way that is not described above (e.g. 'front on' hug/lap sitting). If this should happen please ensure that you have informed a senior member of staff. You may be asked to make a note of this, this will be in order to record and monitor the amount of times the pupil is doing this to staff to see whether this is a 'controlling behaviour' or whether the child is displaying distressed behaviour regularly.

Please note, that although we have a touch policy and believe that contingent touch can be a positive experience for the children that we care for, this does not mean that you have to touch children, and it should also be realised that some children will not want to be touched. Please respect this. Touching must be kept to a minimum.

Appendix 3 Restorative Actions

Reflect, Repair, Restore

In most situations of medium level behaviour or above, it will probably be appropriate to support the child in the Reflect, Repair, Restore process. This can be on a piece of paper or done verbally with the child if that is deemed most appropriate.

They need to reflect on their own behaviour, what caused them to act this way and contemplate why they chose this course of action:

What happened? Who was involved?

How were others impacted by it?

What may have contributed to my actions?

How can they repair the damage that has been done following this particular action?

Physical damage to repair?

Damage to a relationship with a friend/peer? (Including where injury has been caused – they cannot fix the injury but they can try to fix the relationship)

Damage to a relationship with a member of staff?

How can they ensure that it would not happen again? What changes need to occur to make sure it does not?

Go back to the first section, what contributed to their actions?

Is the same situation likely to arise again?

How can we ensure that the same reaction does not occur again?

Do we need to change anything in the classroom to make sure it does not?

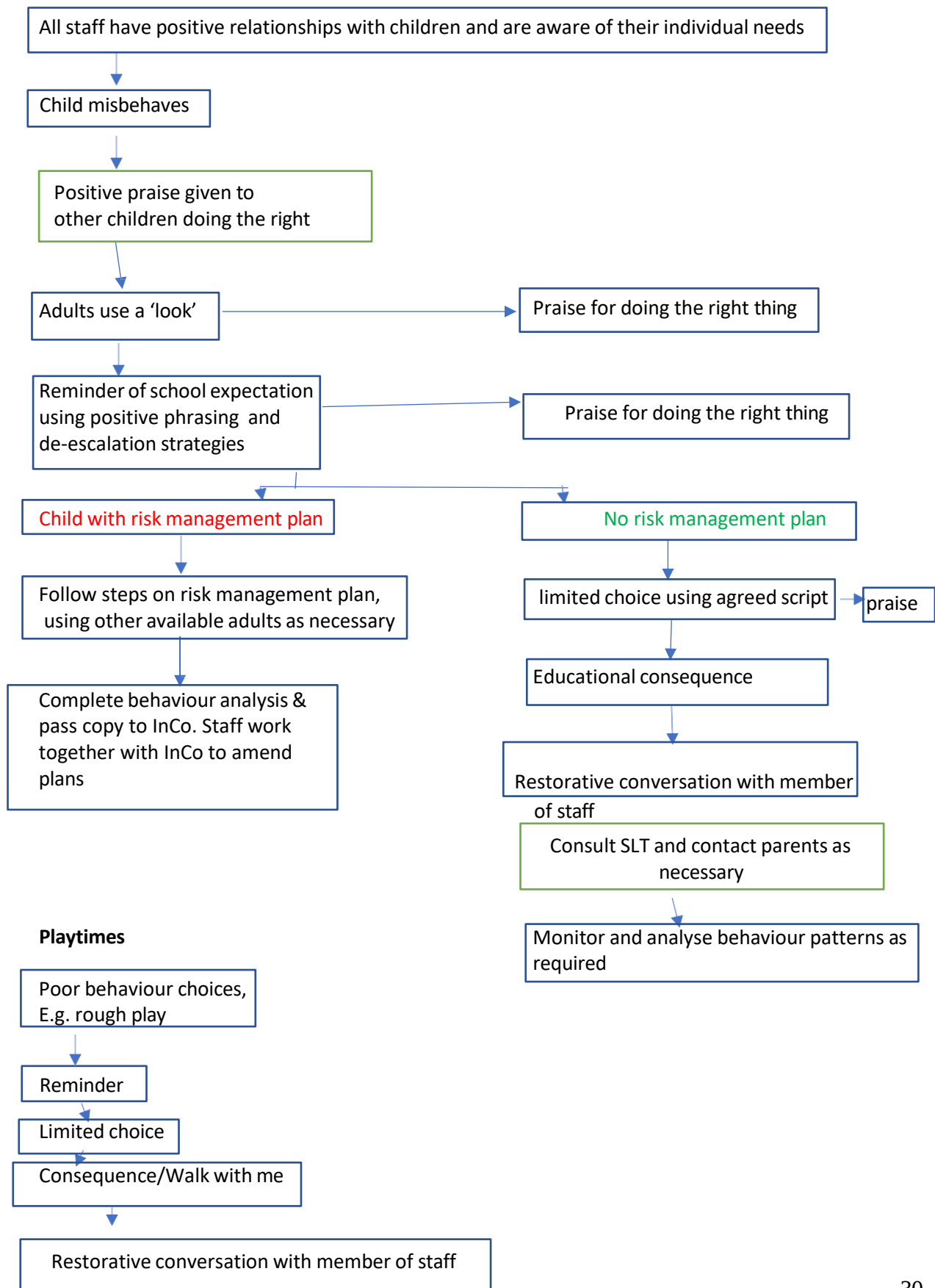
This process should NOT be done when the child is still in a heightened emotional state.

Ensure they have calmed down enough to engage with the process.

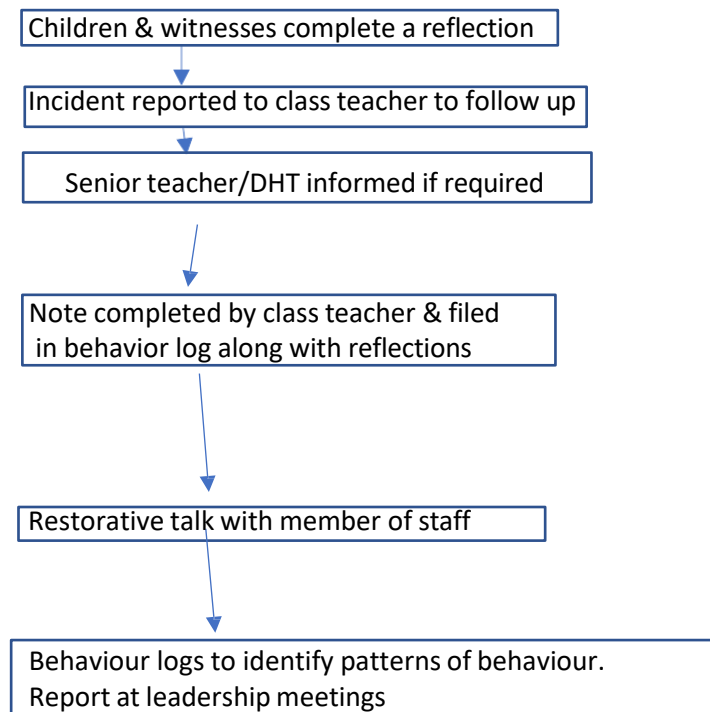
Children can do this process at a break time or lunch time where it is felt that they need to stay in to complete some work that should have been completed during the lesson. Teacher judgement should be used in all cases. If a child is missing part of their break or lunchtime as part of an educational consequence, they MUST still get a break (whether it is a shortened break at the same time as their friends or an alternative break time where protective factors also need to be taken into account).

Behaviour Reporting paperwork- behaviour incidents are recorded in CPOMS and monitored by SLT.

Restoration flow charts



Specific events causing injury



Appendix 4 - Sending children out of class

This is a **protective consequence** for persistent detrimental behaviours and should follow the procedures below:

The pupil gets the opportunity to reflect on the behaviour that has led to this consequence;

The other learners get a break from the disruption to their learning and the opportunity of more 'teacher time';

The teacher can focus on the learning of the other pupils;

The pupil must be accompanied to another area in the school and remain in the presence of a member of staff (this can be a member of staff working in the area with other pupils);

This step should take place BEFORE senior leaders or parents need to get involved. The pupil should still feel that they have the opportunity to redeem themselves. At the end of the day, the class teacher should ensure parents are informed;

Pupils can take work with them to complete, if it is appropriate. If the teacher feels that they need the time to regain their focus and just think, then this is also appropriate.

NB: This consequence should NOT be used if a child needs to leave the classroom due to behaviour that is challenging or heightened. In this situation, they should be accompanied out of the classroom by a TA and supported by that TA, preferably where they are not disrupting the learning in other classrooms, if possible.

Appendix 5 - Reporting to SLT

Pupils who are experiencing the highest level behaviours may need closer supervision from SLT from time to time. This may include the following:

Every day for at least one week, they need to report to a member of SLT just before the end of the day;

They must be accompanied by a member of staff from their class who can discuss behaviour from that day (positives, areas to consider further on the following day);

They can bring any work they are particularly proud of;

At the end of the week, it can be decided whether they need to continue reporting to SLT for longer.

Appendix 6 - Early Prognosis Paperwork

Early Prognosis

Date: _____
Staff member: _____

The behaviour
Unstructured, non-judgemental, factual description, including severity and frequency.

Pupil voice

Function

Sensory
Do we still need more information? ☐

Escape / Avoidance

Attention

Tangible
Do we still need more information? ☐

Health & wellbeing
Including diagnosis, diagnosis pathways being explored, physiological responses, mental health factors, additional medical needs, barriers etc.

Context

Home

School

Community
Do we still need more information? ☐

Cultural relevance
Do we still need more information? ☐

Early Prognosis

Assess - understand system based on all the information (Strengths)

Plan - what changes do we need to make to create success? (Adaptations)

Review - what has the impact been?

Do - what does it look like in practice? (Actions)

Therapeutic Thinking December 2023

Appendix 7 - Roots and Fruits Paperwork

Roots and Fruits

Name	
Supporting Staff	
Date	
Review Date	

Anti-social / difficult / dangerous Behaviours	Pro-social behaviours
Anti-social / negative feelings	Pro-social / positive feelings
Anti-social / negative experiences	Pro-social / positive experiences

Appendix 8 - Key STEPS Glossary

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase valued behaviour and reduce detrimental behaviours through planned responses.

Being therapeutic: An approach to behaviour that prioritises the helpful feelings of everyone within the dynamic. A school's policy establishes the methodology by which valued behaviour replaces detrimental behaviour, through planned and sustained positive experiences.

Bribery: The threat or action of withholding desirable objects or experiences until the child has completed the task or activity dictated by an authority.

Conscious behaviours: Those that are the result of thought and planning; a behaviour a child is unwilling to contain

Consequence: A logical, explainable response to a pro-social or anti-social behaviour; a logical outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm (the level of injury and harm that constitutes the label dangerous should be defined within policy). This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Detrimental behaviour: Behaviour that shows not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of unhelpful feelings. Or Behaviour that causes harm to an individual, a group, to the community or to the environment.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Dynamic: Any group of people brought together through choice, circumstance or obligation.

Equality: Affording people the same equal status, rights and opportunities.

Equity: The differentiated measures to provide equal opportunities.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes and achievement are controlled by the individual's motivation.

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact on the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek

out attention or social interactions, and tend to avoid public recognition and attention

Valued behaviour: Relating to behaviour which is positive, helpful, and supports social acceptance.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Unsociable behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings

Appendix 9 – Consequence ladder

Example behaviours	Consequences and support
Low-level Not following instructions Doodling Using equipment inappropriately Lack of effort/concentration Disrespect	• Verbal reminder and offer of further help.
Medium-level Continuing the low-level behaviours Work refusal Defiant behaviour, including ignoring the adult Answering back Throwing objects (undirected) Gang-like behaviour Leaving the classroom without permission Persistent disrespect Outside – Pushing/shoving Name calling Rude gestures Swearing (undirected) Deliberate unkindness	• Brain break / time out / do a job taking time to identify and discuss the problem (protective consequence) • Clear verbal warning / choice • If medium levels continue after the warning then loss of playtime or reward time to reflect / repair / restore and complete the learning (educational consequence) • Class teacher to contact parents
High-level Continuing medium-level behaviours Leaving the working area without permission Throwing objects at people Swearing directed at child / teacher Inappropriate / unkind remarks to child / teacher Deliberate vandalism	• Referral to Deputy Head • Parents informed in each instance • Extended loss of playtime or reward time. • Time out to de-escalate (protective consequence) • Change of face • Reflect / repair / restore including time to catch up on learning (educational consequence) • Removal from class • Restriction/removal of activities/privileges. • Pupil daily report to be seen by SLT
Highest-level Directed verbal abuse Directed swearing, racist, homophobic language Physical aggression with intent to injure – e.g. kicking, hitting, strangling Intimidation Use of an object to cause harm Leaving the school grounds	• Referral to headteacher • Parents informed and to meet headteacher in school • Seek support from outside agencies • Pupil to report daily to SLT – Report card • Removal from class for a fixed period of time - Internal exclusion • External exclusion • Possible permanent exclusion.

If pupils persistently display detrimental or anti-social behaviours in school, they may be excluded from participating in school trips or need to be accompanied by a parent/guardian. This is to ensure the safety, well-being and enjoyment of all pupils and staff. Children with SEND may require additional adaptations in order to be successful and safe on school trips; these will be planned for accordingly on a 1:1 basis.

Step	Example	What will happen?
Step 1 Appendix 10. Child friendly consequence ladder Appear to be angry again	* Not following instructions * Not concentrating * Using things the wrong way * Speaking unkindly or not showing respect	✔ You'll get a kind reminder and an offer of help. ✔ You'll have a chance to turn things around.
Step 2 Take a break to think	* Not stopping low-level behaviours * Saying "no" to work * Not following adult instruction * Answering back * Throwing things (not at anyone) * Walking out of the classroom * Name calling, swearing (not at someone), rude gestures * Being deliberately unkind	🧠 You may have a brain break or time-out to calm down. 🗣️ You'll be given a clear warning and a choice to change. 🕒 If the behaviour carries on, you will miss some playtime or reward time to reflect and finish your learning. 📞 Your teacher will talk to your grown-ups.
Step 3 Time to reset	* Carrying on with medium-level behaviours * Throwing objects at someone * Swearing at someone * Saying unkind things on purpose * Damaging property * Walking out of your learning area without permission	🏠 You may need time away from the classroom to calm down. 👤 You might see a different adult to help you reset (change of face). 📖 You'll have to catch up on missed learning time. 🚫 Some activities or privileges will be paused. 📋 You might be placed on a daily report that an adult from SLT checks. 📞 Your parents will be asked to come into school to help calm you down if necessary. 📞 Your grown-ups will always be told what's happened.
Step 4 Serious choices – serious consequences	* Swearing at someone using racist or homophobic language * Hurting someone on purpose (hitting, kicking, strangling) * Scaring or threatening others * Using an object to hurt someone	🏠 You will meet with the Headteacher. 📞 Your grown-ups will be asked to come into school. 📋 You may be put on a special daily report.

	* Running away from school	 You may be removed from class for a while or even sent home (exclusion).  We might ask for help from other people to support you better.
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Appendix 11 Home school agreement

As a school

We will do our best to:

- Support your child's wellbeing and safety by providing a safe, supportive and caring environment
- Help and encourage your child to reach their full potential
- Monitor and communicate with parents and carers regularly on your child's progress
- Provide a broad and balanced curriculum that caters for all children
- Promote high standards of behaviour so we can maintain a safe environment for all children. Inform parents of behaviour concerns.
- Offer your child opportunities to develop a sense of responsibility, form healthy social relationships and build their self-esteem
- Set home learning that supports the delivery of the curriculum
- Offer opportunities for parents and carers to get involved in school life
- Communicate between home and school through newsletters, telephone, email and the school website
- Respond to communications from parents in a timely manner, following school policies
- Encourage good attendance and address any concerns with parents or carers where necessary
- Support children to be Attentive, Imaginative, Motivated, Spiritual

Parents/carers

I will do my best to:

- Make sure my child attends school regularly and on time. I will notify the school by 9am if my child will be absent
- Make sure my child is dressed in the correct uniform / PE kit
- Support the school's Positive Behaviour and Anti-Bullying Policy and the Safer Use of the Internet including not using social media in such a way to cause grievance to the school or other parents and children
- Encourage my child to try their best so they can reach their full potential
- Communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn
- Make sure communication with the school is respectful, and that I make every reasonable effort to address my communications to the appropriate member of staff
- Make sure that my child completes their home learning and raise any issues that my child has with their teachers
- Read and follow the school's policies
- Treat all members of the school community with care and respect
- Engage in parent meetings and work together with the school in order to achieve the best outcomes for my child
- Read all communications sent home by the school and respond where necessary
- Support my child to be Attentive, Imaginative, Motivated, Spiritual

Pupils

I will do my best to:

- Arrive at school on time and ready to learn
- Demonstrate being Ready, Respectful, Safe
- Try my best to do my work and ask for help if I need it
- Wear the correct school uniform / PE kit
- Bring all the equipment I need each day
- Be friendly, caring and respectful towards other children and adults
- Listen to instructions from the adults at school and follow the school rules
- Do my home learning and bring it back to school on time
- Look after the school equipment and be respectful of the school environment
- Follow our school AIMS: Attentive, Imaginative, Motivated, Spiritual

Appendix 12 - Governors' Statement of General Principles for a Behaviour Policy

This is a statement of principles, not practice: it is the responsibility of the Co-headteacher to draw up the behaviour policy although the Co-headteacher must take account of these principles when formulating this. The following general principles of behaviour apply:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term 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

Good behaviour should be promoted through the development of a positive environment and ethos, together with high quality teaching and learning, and procedures which:

- ensure that every child has the right to learn but no child has the right to disrupt the learning of others.
- encourage pupils to have respect for themselves, for their peers and for adults;
- encourage pupils to have a respect for the rights of others, including all staff
- encourage pupils to have a respect for the property of others, including the school;
- encourage pupils to be accountable for their own behaviour;
- encourage self-discipline and self-control;
- strongly discourage aggressive behaviour of all kinds;
- place importance on reinforcing positive behaviour more than punishing misbehaviour;
- increase and widen pupil's sense of belonging in the school community;
- ensure fair and honest treatment and place an emphasis on attempts to identify and address causes for misbehaviour rather than just treating symptoms;
- encourage the partnership between school and home through the early involvement of parents of a pupil who is persistently difficult.

The general principles may be summarised as: respect for people, respect for property and respect for the school. The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Exclusion from school is regarded as a last resort and will be avoided as far as possible. It may be used in response to a single extreme incident or after a long series of serious misdemeanours. LA guidance on fixed term/permanent exclusion will be followed in such cases including writing a behaviour management plan for any pupil at risk of exclusion. If exclusion becomes necessary the statutory exclusion procedures will be followed and parents will be informed of their right of appeal.

School statement on the use of powers of searching pupils and the reasonable use of force.

The school will always act in accordance with current advice from the Department for Education on Searching, Screening and Confiscation.

The following principles apply based on latest DfE advice (January 2018):

Searching Pupils:

School staff may search pupils with their permission for any item that is banned by the school rules.

The Headteacher, and staff authorised by the Headteacher, have the power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting the pupil has weapons, alcohol, illegal drugs and stolen items or any article that the member of staff reasonably suspects has been, or is likely to be, used i) to commit an offence, or ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Use of reasonable force:

All school staff have the power 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. The school has a policy to cover the use of any physical interventions with children.

The Co-headteachers should be informed of any incident that has led to the use of these powers, which will be recorded.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.