



Behaviour Policy

Mary Swanwick Primary School



Learning together; helping one another to achieve our best.

Monitoring and Review

This policy is reviewed annually by the Board of Trustees of The LEARNERS' Trust. Any changes made to this policy by the Board of Trustees will be communicated to all members of staff.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is November 2026

	Headteacher/Head of School		
	Chief Executive Officer		

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Overview

Statement of Intent

Schools within the Learners' Trust believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

We aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected. We acknowledge that each child is at a different stage of social learning and that through our fair and consistent approach to supporting behaviour, we will create a productive learning environment where children can grow socially, emotionally and academically. The children will be polite, friendly and respectful towards each other and to the adults with whom they come into contact.

Children with Social, Emotional, Mental Health needs (SEMH)

However, we are also aware that for some children with complex layered needs, following our behaviour expectations is beyond their stage of emotional development. We recognise that some variance on our procedures is a necessity to ensure we meet specific learning, SEMH or other behaviour needs that require a more personalised approach. These children will have bespoke plans which will include tailored rewards to encourage and foster positive behaviour.

Children with Special Educational Needs and Disability (SEND)

The School recognises its legal duty under the Equality Act 2019 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. These children may be drawn to the attention of the SENDCo (Refer to SEN policy for details of procedures.) These children, if deemed appropriate by the Class Teacher and SENDCo, may have their own Behaviour plan or an adaptive version of the whole school approach. This will be written by liaising with the child's parents, and any outside agency that may be called upon for advice. The plan will be monitored and reviewed at regular intervals and appropriate further action taken.

Our Core Beliefs

- Behaviour needs to be taught
- Behaviour can change.
- Our children want to behave well.
- Every child can be successful in our school.
- As adults, it is our role to create an agreed use of language around behaviour.
- Visible consistencies are powerful and should be at the heart of all interactions.
- Consistent reinforcement and recognition of good behaviour increases self-esteem.
- Targeted praise is more likely to change behaviour than a blame and punishment culture.
- Behaviour is a means of communication: puzzling and/or dysregulated behaviours always happen for a reason and might be the only way a pupil can communicate
- Children are happiest when their needs are understood allowing them to self-regulate and behave well. Their efforts to manage behaviour should be acknowledged.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008
- DfE 'Behaviour and discipline in schools' 2016
- DfE 'Sexual violence and sexual harassment between children in schools and colleges' 2018

Roles and Responsibilities

The school has overall responsibility for:

- The implementation of this Behavioural Policy and of the behaviour procedures at the school.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

The headteacher is responsible for:

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents/carers and pupils at least once a year.

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, punishing pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- The behaviour of their child(ren) inside and outside of school.
- Encourage independence and self-discipline, to show an interest in all that their child does in school and to offer a framework for social education
- Foster good relationships with the school and support the school in the implementation of this policy
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

Promoting Positive Behaviour

A General Overview

We operate a positive behaviour management system; we work hard to ensure the children understand what kind of behaviour is acceptable in school and what the consequences of different types of behaviour might be.

Behaviour is learnt and therefore can be changed or re-learned. We believe that children need to be taught how to 'behave'. At Mary Swanwick Primary, we treat behaviour as any other subject where the skills and knowledge required needs to be explicitly taught. This is achieved by using good classroom management strategies, clear expectations modelled by staff, building positive relationships with children and the use of positive reinforcement of the behaviours we value through recognition and rewards.

It is very important that praise and reward should have great emphasis and are used to promote positive behaviour. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure. Praise has a reinforcing and motivational role. It helps a child believe s/he is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

We recognise and reward LEARNERS who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

All staff at Mary Swanwick Primary:

Know their pupils as individuals – know their names, personalities and interests and who their friends are;

Plan and organise both the classroom and the lesson to keep pupils interested and minimise the opportunities for disruption;

Give particular consideration to basics such as classroom / furniture layout, grouping of pupils, seating of pupils, matching work to pupil abilities, pacing lessons well, being enthusiastic and using humour where possible to create a positive classroom atmosphere;

Establish clear routines;

Are flexible in order to take advantage of un expected events rather than being thrown off balance by them;

Continually observe or scan the behaviour in class;

Are aware of and control their own behaviour – including stance and tone of voice;

Use positive language whenever possible and as often as possible

Model the standards of courtesy that they expect from pupils

Emphasise the positive, including praise for good behaviour as well as good work

Have a plan for dealing with low level disruption

Make the rules for the classroom behaviour clear to pupils from the first lesson and explain why they are necessary. (Revisit the class rules at least once each term and more frequently if necessary.

Make sparing and consistent use of reprimands. This means being firm rather than aggressive, targeting the right pupil, criticising the behaviour and not the person, using private rather than public reprimands whenever possible, being fair and consistent and avoiding sarcasm and idle threats;

Think carefully about what they are saying and set realistic sanctions;

Make sparing and consistent use of punishments. This includes whole group punishments which children will see as unfair. It also means avoiding punishments which humiliate pupils. Where possible try to deal with situations themselves to enhance their own credibility and authority.

Analyse their own classroom management performance and learn from it.

Everyone in the school is responsible for the behaviour and discipline of the children and must ensure that consistency and continuity exists between all the adults.
No adult in school ignores unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see.

Definitions

For the purpose of this policy, the school defines “unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

General Conduct

- Pupils should be respectful to all members of the school community and to all visitors to the school (kind words, kind hand and kind feet).
- Pupils should not behave in a vexatious manner – deliberately acting in a manner so as to cause annoyance or irritation.
- Pupils must not spit.
- Pupils must not fight or behave aggressively.
- Pupils must not bite others.
- Pupils must not answer back or argue with teachers in a disrespectful manner (kind words).
- Pupils must not be rude when talking with teachers, they should not keep their hands in pockets when talking to an adult (respect).
- Pupils must not run around the building or move in an unsafe way. Pupils should move around the school in a quiet and orderly manner (3 miles per hour).
- Pupils must not swear or use offensive language (kind words).
- Pupils must not be late for lessons, attending all lessons and other school activities punctually (ready).
- Pupils must not damage or disfigure the school premises, either inside or outside the buildings (respect).
- Pupils must not discriminate giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status.
- Pupils must not harass – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- Pupils must not bully – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual several times on purpose.
- Pupils must not engage in cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

In the classroom

- Pupils must not be disrespectful, argumentative, rude, confrontational or intimidating.
- Pupils must not answer back to teachers.
- Pupils must not move around the classroom without permission.
- Pupils must complete tasks set by the teacher.
- Pupils must work with other pupils as organised by the teacher.
- Pupils must not disrupt a class, making it difficult for others to learn.
- Pupils must not leave the classroom or school premises without permission.
- Pupils must not disobey a reasonable request from a teacher.
- Pupils must not miss lessons.
- Pupils must not intimidate other pupils.
- Pupils must not lie to teachers.

Appearance

- The school uniform (inc PE kit), detailed separately, is compulsory.
- No jewellery - rings, bracelets, necklaces or any other earrings than one stud in each ear are to be worn at any time in school. No nose piercings or other body piercings are allowed.
- Only smart watches without a camera function are allowed.
- Nail varnish, false nails, and make-up are not allowed.
- Hair is to be clean and tidy. Long hair must be tied back. Hair should be of a natural colour. Unnatural coloured hair or various coloured hair is not allowed.
- Pupils are reminded that they are representatives of the school.
- Shirts/blouses should be tucked inside of trousers or skirts.

Property

- Pupils are responsible for their own belongings.
- Exercise books, planners, text books, electronic equipment, stationery and folders issued by the school remain the property of the school and should be treated as such.
- Pupils are responsible for replacing lost or damaged school property.
- P.E. is a compulsory part of the curriculum and pupils must attend with appropriate kit at every lesson.

Mobile Technology

- The school accepts that personal mobile phones are often given to pupils by their parents to ensure their safety and personal security.
- Parents/carers should be aware if their child takes a mobile phone to school.
- The school accepts no responsibility for replacing lost, stolen or damaged mobile devices either at school, or travelling to and from school.

Acceptable Use

- Mobile devices should be switched off upon arrival on the school grounds and handed in to the school office until the end of the day.
- Pupils are responsible for protecting their own personal information including their phone number.
- Should incidents of inappropriate use of a mobile phones or cyber-bullying impact in school, school staff may investigate and sanctions may be issued. Serious incidents may be referred to the police or children's social care.

Non-compliance

Failure to comply with the school's Code of Conduct will lead to sanctions as detailed in the school's behavioural policy.

Training of Staff

The school recognises that early intervention can prevent bad behaviour. As such, teachers will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks/lunchtime.

- Teachers and support staff will receive training on this policy as part of their new starter induction.

- Teachers and support staff will receive regular and ongoing training as part of their development.

Pupil Expectations

Pupils will be expected to follow the Learners Code of Conduct (see Appendix 1) which requires pupils to:

- **Listen** and respond to others
- High levels of **effort**
- **Aspire** to achieve their best
- Show **respectful** behaviour
- Have all equipment ready **neat**
- Be positive and **engage** all aspects of school
- Be **ready** for learning
- Behave in a **safe** way

Rewarding Good Behaviour

The school recognises that pupils should be rewarded for their display of good learning behaviours and mature attitudes.

The school will use the following rewards for displaying good behaviour:

- Moving up the Learners' Code
- Opportunities to work in different areas around school
- Use of electronic communication
- Verbal praise
- Extrinsic rewards
- Headteacher awards
- Prizes
- Stickers
- End of term rewards

Punishing poor behaviour

- All school staff are able to discipline pupils whose behaviour falls below the established Code of Conduct at the school.
- If a pupil misbehaves, breaks a school rule, or fails to follow instructions issued by a member of staff, the teacher will implement sanctions

In order for the punishment to be lawful, the school will ensure that:

- The decision to punish a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to punish a pupil is made on the school premises, whilst representing the school on the way to or from school, or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.
- The decision to punish a pupil is reasonable and will not discriminate on any grounds, such as disability, race, special educational needs – as per the Equality Act 2010 in respect of safeguarding pupils with special educational needs, and any other equality rights.

- The school will ensure that all punishments are reasonable in all circumstances, and will take into account the pupil's age, religious requirements and any special educational needs or disabilities.
- The headteacher may delegate the power to punish poor behaviour to volunteers, such as parents/carers who assist during an educational visit/trip.
- The headteacher may limit the power to punish poor behaviour from individual members of staff.

Managing / Sanctioning poor behaviour

All school staff are able to discipline pupils whose behaviour falls below the established Code of Conduct at the school.

If a pupil misbehaves, breaks a school rule, or fails to follow instructions issued by a member of staff, the teacher will implement sanctions.

In order for the punishment to be lawful, the school will ensure that:

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The school will ensure that all punishments are reasonable in all circumstances, and will take into account the pupils' age, religious requirements and any SEND.

The headteacher may delegate the power to punish poor behaviour to volunteers, such as parents/carers who assist during an educational visit/trip.

The headteacher may limit the power to punish poor behaviour from individual members of staff.

Classroom Strategies for behaviour management.

Working in an environment that seeks to only squash bad behaviour is one that nobody enjoys. Solutions to behaviour problems are not found in consequences, but in our relentless commitment to positive strategies. However, we know that instances will arise when behaviour in the classroom is becoming unacceptable. For these moments, we have an agreed pathway to managing conversations and interventions around those situations. For the vast majority of our children, a gentle reminder is often all that is needed to get back on track and to resolve most situations. The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of the staff, and the child having the knowledge that you have them in mind, care about them and what they are doing. For those occasions when a gentle reminder is not successful, we follow a clear, consistent and planned pathway to achieve a resolution (See Stepped Sanctions on Behaviour Blueprint) We understand that a common and consistent use of language around behaviour is key to creating clear boundaries for learning how to behave. Conversations around behaviour should remain calm and professional. Information should be shared sensitively with children being spoken to and not about when dealing with unacceptable behaviour. Most conversations around behaviour in the classroom should be conducted, in the first instance, by the class teacher. It should always be made clear that it is the behaviour that is

unacceptable and not be made personal to the child. Teachers have control over consequences; they know their students best. We have agreed consequences for minor incidents, but our teachers apply them in the way that is most appropriate to both the situation and the individual child. It may not always be about choosing one option, but a combination.

Consistency in our approach

Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour. Consistent follow up, ensuring 'certainty', teachers taking responsibility for behaviour interventions, seeking support but not delegating.

- Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent simple rules/agreements/expectations referencing promoting appropriate behaviour
- Consistent respect from the adults: Even in the face of disrespectful learners!
- Consistent models of emotional control: Emotional restraint that is modelled and not just taught, all staff as role models for learning, all staff learning alongside learners
- Consistently reinforced routines for behaviour - in classrooms and around the site

Children with SEND needs and/or SEMH needs

For some children for whom behaviour is a special educational need an adapted system to the above may need to be put in place. This could consist of steps between each of the levels. For example, it may be appropriate to give such pupils several verbal reminders before moving to the next level. Some teachers may like to consider using star charts / tick sheets between levels as a means of encouraging such children. Take up time for such children will normally be more than you would expect from other children. Children with behaviour as a SEN may also have an individual Behaviour Plan.

Behaviour off school premises

- Teachers are able to punish pupils for misbehaviour outside of the school premises.
- Teachers may discipline pupils for misbehaviour off the school premises when the pupil is:
 - Wearing school uniform.
 - Travelling to or from school.
 - Taking part in any school-related activity.
 - In any way identifiable as being a pupil at the school.

Teachers may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.
- Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.
- The school will impose the same behaviour sanctions for bullying incidents and non-criminal bad behaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.
- In all cases of misbehaviour outside of the school premises, teachers will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Behaviour and Sanctions

- At Schools within the LEARNERS' Trust there is no corporal punishment.
- Where pupils display aggressive and/or threatening behaviour, or illegal activity discovered, the school will not hesitate to use legal powers.
- Any pupil, staff member or visitor displaying aggressive and/or threatening behaviour will be removed from the premises.

There are clear guidelines for staff on how to respond to poor behaviour through the use of legal frameworks, Restorative Practice and the Learners' Code:

- In the first instance, the member of staff may, if appropriate, remind the pupil that their behaviour is unacceptable and explain why. 'Friendly Reminders' and advice on what needs to improve.
- If the pupil continues to misbehave, the staff member will give a first formal warning and opportunity to reflect.
- If the pupil continues to not follow the Learners' Code, the staff member will issue a second formal warning. The Learners' Code Manager will inform parents, where possible, before the end of the day. The pupil will lose their learner privileges for 24 hours (rainbow learners). Pupils that have a bronze band will be demoted to a rainbow learner for 1 week.
Pupils that have a silver band will be demoted to a rainbow learner for 2 weeks.
Pupils that have a gold band will be demoted to a rainbow learner for 4 weeks.
- Sanctions will be dependent on the seriousness of the misdemeanour.
- If a pupil misbehaves on the playground, the same process will be followed and the pupil will be sent inside to spend the rest of their break/lunchtime indoors, after receiving a final warning.
- Any pupils that are sent indoors will be supervised by a member of staff at all times.
- Formal warnings and incidents are recorded in CPOMS (secure, online recording tool for safeguarding and behaviour logs) with any actions taken.
- If any pupil continually does not follow the Learners Code or meet the expectations for the Band Level they may be moved down onto the previous band and may be placed 'on report'.
- Children will be supported in correcting their behaviour and targets will be set.

The school has a range of disciplinary measures which can be used, including, but not limited to, the following:

- Giving a verbal warning.
- Repeating unsatisfactory work until it meets the required standard.
- Taking away privileges, e.g. not being able to participate in non-uniform days, or missing extra-curricular activities.
- Missing break/lunchtime, or reflection time.
- Engaging in school-based community service, e.g. picking up litter.
- Placing the pupil on report for constant monitoring or other consistent behaviour checks.
- Excluding the pupil either temporarily or permanently, in extreme cases.

- Teachers will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.
- At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.
- Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, should record it in cpoms and alert relevant staff.
- Records of reported incidents will be kept in cpoms.
- The school does not take serious unacceptable behaviour lightly, and will not hesitate to act in the best interest of the pupils within the school.
- Following an allegation of serious unacceptable behaviour, the pupil may be placed in isolation whilst an investigation takes place.
- If, following an investigation, the allegation is found to be true, the headteacher will issue the appropriate disciplinary action.
- Any decision made to exclude a pupil will only be done so by the headteacher in accordance with the school's Exclusion Policy.
- All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-bullying Policy.
- Any allegations made against a member of staff's behaviour and misconduct will be dealt with in accordance with the school's Allegations Against Staff Policy.
- The school will consider whether the behaviour displayed by the pupil gives reason to suspect that the pupil is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.
- The school will also consider whether the displayed behaviour is an indicator that the pupil's educational, or other, needs are not being met. In this instance, the school will consider whether a multi-agency assessment of the pupil's behaviour would be beneficial.

Exclusion (Suspension & Permanent)

This is used as a very last resort when a child's behaviour is totally unacceptable and will only be used when there is danger of a pupil/s endangering his or her own safety, or that of other members of the community.

Internal Exclusion

Internal Exclusion can be used in a limited way but parents must be informed and a record made of the reason and the length of time used. This may include working on their own, supervised by member of the SLT.

Suspensions

We believe that, in general, suspensions are not always productive in moving behaviour forward. However, for children to fulfil their maximum potential, we need to create an environment in which they feel safe from physical and verbal aggression and disruption. Exclusion is an extreme step and will only be taken if the Headteacher feels that a child has breached the school's behaviour policy and if the pupil remaining in school would impact negatively on the education of other pupils or that the risk is too high to the welfare of both children and adults in school. The first exclusion for any child would be fixed term depending on the circumstances. Usually this would be 1 to 3 days (this can be extended up to 5 days)

Following a suspension, the pupil and parents will meet with SLT to discuss reintegration into school and the best way forward to support the child.

Permanent Exclusions

Permanent exclusion will always be a last resort and we ensure that all steps will have been taken to help a child remain at our school. The governors agree with this stance and all policies and procedures are in place to support the inclusion of all pupils. Permanent inclusion will only occur when risk assessments indicate that to allow a child to remain in school would be detrimental to the education and welfare of both the pupil concerned and to other pupils at the school.

Safe Space – Steps to Success

- When a member of staff notices that a pupil is becoming anxious or agitated, the pupil should be given reasonable opportunity to calm using the strategies detailed in the school's behaviour policy or in the pupil's individual behaviour plan.
- If the pupil's behaviour continues to cause concern and is reaching a point where they are affecting other pupils and/or they become a danger to themselves, other pupils or staff, the pupil should be prompted to make 'the right choice' and comply with requests from staff.
- Other staff should be alerted for support as appropriate.
- If the pupil continues not to comply, staff should suggest 'this is a good time to use the Safe Space'.
- While a child is in the Safe Space, staff should ensure that appropriate staffing is available to support the child.
- It may be appropriate to allow the children to calm on their own but staff must be able to see the child via an open door / window.

Reflection Time

- The school will make it clear to parents/carers and pupils that they are able to use Reflection as a sanction.
- All teachers at the school are able to impose reflection on a pupil, unless the headteacher decides to withdraw this power from any teacher.
- Parental consent is not required for reflection and therefore, the school is able to issue reflection as a sanction without first notifying the parents/carers of the pupil.
- When issuing reflection, members of staff will ensure that they do so reasonably within the given circumstances, and that they take into account any additional needs of the pupil.
- If the reflection is during lunchtime, time will be allocated to allow the pupil time to eat, drink and use the toilet.

Items banned from the school premises

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)

- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens

Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols including deodorant and hair spray

Confiscation of inappropriate items

- All members of staff are able to use their power to search without consent for banned items mentioned in this policy.
- Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats.
- A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- The school is not liable for any damage to, or loss of, any confiscated item.
- The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
- For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.
- Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.
- The headteacher will always be notified when any item is confiscated.

Use of reasonable force

Members of staff are able to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property.

Members of staff are also able to use reasonable force in order to maintain good order and discipline in the classroom.

The headteacher and other authorised members of staff are able to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

Though members of staff are able to search for all of the banned items listed in this policy, reasonable force will only be used, if necessary, to search for the items listed above.

Outside school and the wider community

Pupils at the school must agree to represent the school in a positive manner.

The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Complaints from members of the public about bad behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

Appendices

Dealing with Unacceptable Behaviour

What do we do differently?

The school adopts a restorative practice approach.

Authoritarian Approaches <i>The focus is on:</i>	Restorative Approaches <i>The focus is on:</i>
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
<i>and, as a result;</i>	<i>and, as a result;</i>
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

Alongside this, we aim to help those children who struggle with behaviour because of their social and emotional needs.

How does this fit with the school behaviour policy?

In line with our behaviour policy, children are given a warning and a chance to put things right before any LEARNER band is lost – unless the incident involves harm to another / a serious breach of rules. For most children, this is enough for them to see that they are not learning to their full potential and are able to put right their mistake.

For those children who continue to hurt their own or other children's learning, we offer them an opportunity to reflect on that mistake with a trained professional. They have a quiet secluded place in which they can put things rights which we call Reflection time.

How do we implement restorative practice?

Like with all aspects of school life, this is not one answer that will work all of the time with all children. For this reason, we have a menu of options for the adult to pick from. All of the ideas in the menu are what we consider to be best practice. It is the responsibility of the adult to choose appropriate activities to fit the children's needs and quantity of children in Reflection time.

Menu of Options

A mixture of activities may be chosen depending on the amount of time and number of children.

1-1 Restorative Practice	Circle Restorative Practice	Peer Mentor Restorative Practice	Independent Restorative Practice
Busy Tasks	Circle Time Cards	LEARNER Apology	

1-1 Restorative Practice

Work 1-1 with a child to fill out the restorative practice rubric. Whilst you are working 1-1, you must ensure that the other children have relevant and engaging busy tasks. Once the rubric has been filled out, move on to another 1-1.

Circle Restorative Practice

Similar to a circle time, but the focus is on the circle answering the restorative practice questions about their own or another child's mistake.

Peer Mentor Restorative Practice

By training some Gold LEARNERS, the adult can increase the number of 1-1 restorative practice rubric being completed.

Independent Restorative Practice

Children who are able to fill out the restorative practice rubric independently can do so.

Busy Tasks

If a child's mistake has hurt their learning and they have something they need to catch up on, this can be completed during restoration time. If no work is sent, they can busy themselves with reading, spelling word searches, times table activities etc. This should only fill the time until an adult or mentor is available to complete another task with them.

Circle Time Activities/ Cards

Sit the children in a circle either on the floor or on chairs. The adult or another child selects an activity or card and reads it out. The children then take turns in completing the activity, sentence or answering the question. All children must listen to what is being shared. At any point, the circle can be paused and a child can be asked to comment on another child's response. Attached to this policy are lots of circle time activities, questions and sentence openers that will help children with recognising feelings and develop social skills etc.

1-1 or small group LEARNER Reflection

Children rehearse a LEARNER apology with assistance from the adult. The child should find the adult at a convenient time and say their apology.

Restorative Conversations

- What happened?
- What were you thinking about when you did that?
- How did your actions affect other children or adults?
- How do you think they felt about what you did?
- How do you feel about what you did?
- How do you feel about what you did and the affect it had other people?
- How will you put this right / make things better?

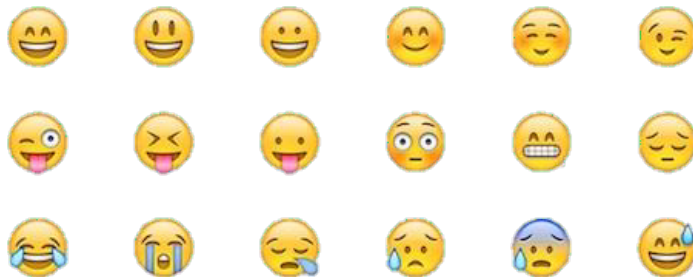
6 Step LEARNER

Apology

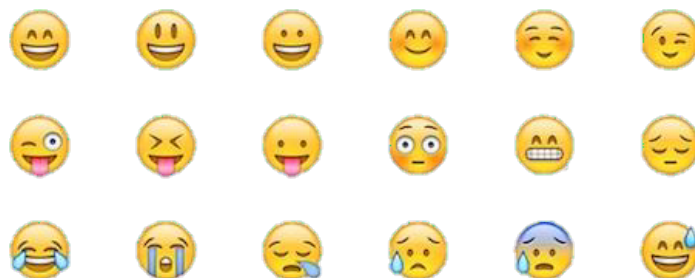
- 1) I am Sorry.
- 2) I made a mistake with...

LEARNER

- 3) This made me feel...because...



- 4) This made (other children/adults) feel... because...



- 5) I promise to be a better LEARNER.
- 6) Will you please forgive me?

Rewards

Rewards – Rainbow

Rainbow learners will be able to:

- Children will have access to all the playground equipment and resources

Rewards – Bronze

In addition to Rainbow privileges, Bronze LEARNERS will also be able to:

- Children can bring their own pencil case (colours) – but they must use basic school equipment (pencil, purple pen).
- Children will be entered into the bronze brunch raffle – every half term.

Rewards – Silver

In addition to Rainbow and Bronze privileges, Silver LEARNERS will also be able to:

- Children will be entered into the silver lunch raffle – every half term.
- Children can show visitors around school.

Rewards – Gold

In addition to Rainbow, Bronze and Silver privileges, Gold LEARNERS will also be able to:

- **Sit on a seat in assembly.**
- **Wear their own clothes on a Friday.**
- **Enjoy a movie lunch each half term.**

Incident Reporting CPOMS – How will behaviour be monitored and recorded?


Learner Strands listed in CPOMS

- **Listening and Responding**
- **Effort**
- **Aspire**
- **Respect and Behaviour**
- **Neat**
- **Engage**
- **Ready**
- **Safe**

Who records on CPOMS?

- The adult who has been dealing with the child / incident is responsible for recording this on CPOMS in good time.
- CPOMS should be a factual account of the incident and any follow up.
- Careful recording under the correct headings allows patterns to be identified.

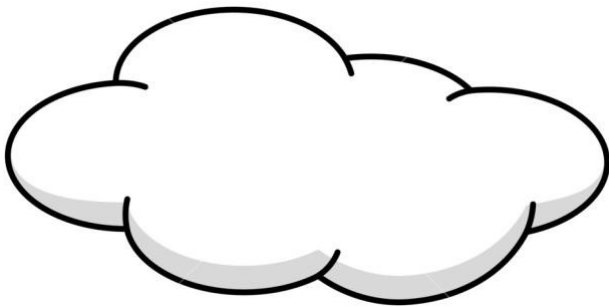
Behaviour Support Time Line

	Sanction	Involvement	External support
	First warning CPOMS		
	Second warning CPOMS Loss of LEARNER band and privileges	Learning Champion informs parents	
	Review of LEARNER status Intervention put in place	HT, Phase Leader and LC	
	On report	Headteacher	SENCO & other agencies
	Behaviour contract		
	Internal exclusion		
	Fixed-term exclusion		
	Permanent exclusion		

Nursery Behaviour



Exceptional:
Goody box at end of the
week.



Rainbow LEARNER.



Think about behaviour.



Time out.