St. John the Baptist R.C. Primary School

BEHAVIOUR POLICY

OUR MISSION STATEMENT

Love One Another

St John the Baptist RC Primary School is a place of

learning in which each individual is encouraged to fulfil their own unique potential.

We try always to remember that everyone is special and should be treated with respect.

Our Catholic faith touches every part of our school life and we try to be a community which has Jesus at the heart of all we do.

Approved by: Governing Board	
Last reviewed on:	October 2026
Next review due by:	October 2027

Contents

St. John the Baptist 1
1. Aims 2
2. Legislation, statutory requirements and guidance 3
3. Definitions 4
4. Bullying 5
5. Roles and responsibilities 8
6. School behaviour curriculum 11
7. Responding to behaviour 14
8. Serious sanctions 25
9. Responding to misbehaviour from pupils with SEND 28
10. Supporting pupils following a sanction 32
11. Pupil transition 32
12. Training 32
13. Monitoring arrangements 33
14. Links with other policies 33
Appendix 1: written statement of behaviour principles 34
Appendix 2: letters to parents/carers about pupil behaviour – templates 35

1. Aims

The aims of this policy are to:

- Create a positive culture in school that promotes excellent behaviour, so that all pupils can learn in a calm, safe and supportive environment.
- Establish a whole-school approach to behaviour that reflects the school's Catholic mission and values, Love One Another.
- Set out clear expectations of behaviour, and the rewards and consequences that follow.
- Provide a consistent approach to behaviour that is applied fairly to all pupils, with reasonable adjustments where needed.
- Define unacceptable behaviour, including bullying, discrimination and child-on-child abuse, and make clear how it is addressed.
- Create a community free from discrimination, harassment and prejudice, and promote equality of opportunity in learning.
- Support pupils to make good choices and to learn from the consequences of their behaviour.
- Promote courteous and respectful behaviour towards other pupils, staff and visitors, in and out of school.
- Provide a calm, nurturing and stimulating environment in which pupils can work and thrive.
- Work in partnership with parents and carers to support pupils' behaviour.

2. Legislation, statutory requirements and guidance

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

- Behaviour in schools: advice for headteachers and school staff
- Preventing and tackling bullying: advice for headteachers, staff and governing bodies
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- EYFS Statutory Framework
- Mobile phones in schools: guidance for schools on prohibiting the use of mobile phones throughout the school day

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- Part 3 of the Children and Families Act 2014, which requires schools to use their best endeavours to meet the needs of pupils with SEND
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Breaking the school rules and not following behaviour focuses:

  Being unfriendly

  Being unkind

  Being unhelpful

  Being disrespectful or ill mannered

  Being unforgiving

  Creating conflict

  Being dishonest and untruthful
- Repeated low-level disruption, or a pattern of breaking the school rules, that continues after the steps in section 7.4
- Non-completion of classwork due to behaviour in class

Serious misbehaviour is defined as:

- Any form of child-on-child abuse, including but not be limited to:
    - Bullying, including cyberbullying and online abuse involving AI-generated images and deepfakes
    - Abuse in intimate personal relationships between children
    - Physical violence and fighting
    - Sexual violence and sexual harassment
    - Upskirting
    - Initiation/hazing type violence and rituals
    - Making or sharing of nudes and semi-nudes, including those generated using AI
- Misogyny/misandry
- Vandalism and damaging school property
- Theft
- Serious threat of violence or abuse
- An unsafe act or refusal that creates a safety risk
- Discriminatory behaviour and language, including racism, sexism, homophobia, faith-targeted abuse and other prejudice-based incidents
- Swearing or using inappropriate language

- Possession of any prohibited/banned items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can involve an imbalance of power between the perpetrator and the victim. This could involve perpetrators having control over the relationship, which makes it difficult for those they bully to defend themselves. The imbalance of power may be physical or psychological, may derive from an intellectual imbalance, or may come from the support of a group or the capacity to socially isolate.

Bullying is therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: › Racial › Faith-based › Gendered (sexist) › Homophobic/biphobic › Transphobic › Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) or perceived characteristic
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, non-consensual making or sharing of nudes or semi-nudes (including those generated using AI) or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyberbullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video or written content, including content generated or altered using AI

Preventing bullying
In Autumn 1 the school's behaviour focus is 'Be a Good Friend'. During this unit, pupils are taught directly what bullying is and that bullying is not acceptable at St John's. Bullying is also covered in the PSHE scheme 'One Decision' and in assemblies throughout the year, so that pupils stay aware of the school's expectations. The school raises awareness by taking part in national campaigns such as Anti-Bullying Week.

Reporting bullying
Pupils are taught to speak to a trusted adult if they feel they are being bullied, and to tell staff immediately if they see another child being bullied. They can also speak to the school council or put a note in the 'Ask it Basket'. Parents and carers can report concerns to a member of the Senior Leadership Team (SLT), who are on the gate each morning, or to the class teacher at the end of the day. They can also arrange a meeting with the class teacher by calling the office.

Recording and investigating
Staff record all incidents of bullying on the Child Protection Online Management System (CPOMS) which alerts all members of SLT. A member of SLT investigates every incident promptly. They speak to the pupils involved and any witnesses, keep a written record and tell parents and carers what action has been taken. The DSL is informed because bullying is a form of child-on-child abuse. A single serious incident is dealt with as child-on-child abuse even where it does not meet the definition of bullying. Staff also report incidents at the weekly welfare meeting, so that all staff are aware and remain vigilant to prevent repeat incidents.

Responding to bullying
Bullying receives -3 Red Dojo points as a baseline, and the pupil usually attends Think Time with a member of SLT. SLT decide any further consequence case by case, depending on the severity and duration of the bullying, in line with sections 7 and 8 of this policy. Think Time may not be appropriate for the most serious incidents. Parents and carers of the children involved are informed by phone, in writing or by being asked to attend a meeting on the same day, unless the DSL advises otherwise.

Supporting pupils and follow-up
Pupils who have been bullied are supported by the class teacher, teaching assistants and SLT, and by the DSL where there is a safeguarding concern. Support for the pupil who has bullied is also considered, including whether SEND or other needs have contributed. Pupils who may be more vulnerable to bullying, including pupils with SEND and pupils with protected characteristics, are monitored closely. There is always a follow-up with the pupils and parents or carers after a bullying incident.

Online and off-site bullying
The school can respond to cyberbullying and bullying outside school where it affects pupils (see sections 7.8 and 7.9).

Monitoring
The weekly welfare meeting monitors behaviour, and SLT monitor behaviour patterns, including protected characteristics, on CPOMS on a termly basis. The school council and pupil voice monitor pupils' experiences in school and how safe they feel.

Training
All staff receive annual safeguarding training. Behaviour strategies are part of induction for new staff and of continuing professional development and staff training. All staff are given the behaviour management guide and this policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- Approving this behaviour policy, on the headteacher's recommendation
- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation
- Ensuring appropriate systems for filtering and monitoring, and cyber security are in place on school devices and networks
- Ensuring online safety is a running and interrelated theme while devising and implementing the school's approach to safeguarding and related policies and procedures, including understanding safety considerations and legal responsibilities where the school uses generative AI

5.2 The headteacher

The headteacher is responsible for:

- Determining this policy and presenting it to the governing board for approval
- Routinely engaging with pupils, parents/carers and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

- Ensuring that the data from CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
- Authorising staff to carry out searches (see section 7.6)
- Being the only person who can suspend or permanently exclude a pupil, and only as a last resort (see section 8.3)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently and fairly
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils, including providing additional support to meet the school's behaviour expectations where a pupil has SEND
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Being alert to new and emerging online harms, including risks associated with AI, misogynistic or misandrist content, and financially motivated sexual extortion (sometimes called 'sextortion')
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly on CPOMS (see section 7.4)
- Challenging pupils to meet the school's expectations

5.4 Other roles

- **Senior leadership team (SLT):** leads the response to serious incidents and supports staff
- **Key Stage Leaders:** are the first point of escalation for repeated disruption, and review patterns, support plans and parent meetings
- **Class teachers:** teach and rehearse routines, apply the agreed steps, record incidents and keep parents informed
- **All adults, including lunchtime supervisors:** apply the same expectations at all times, including at lunchtime. Lunchtime supervisors record incidents in the lunchtime book and hand it to the class teacher, who records any behaviour incidents on CPOMS. Serious lunchtime incidents go to SLT immediately and safeguarding concerns to the DSL immediately
- **Designated safeguarding lead (DSL):** leads on any safeguarding concern, including child-on-child abuse
- **Special educational needs co-ordinator (SENCO):** advises on adjustments and individual plans

5.5 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Celebrate their child's successes
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.6 Pupils

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

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

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

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

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

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

6. School behaviour curriculum

St John the Baptist's Mission Statement: Love One Another

St John the Baptist RC Primary School believes that every child has the right to feel safe, valued and ready to learn. The school's approach to behaviour is rooted in its Catholic mission, Love One Another, and in its commitment to helping every child grow in kindness, respect, responsibility and self-discipline.

Positive behaviour does not happen by chance. It is taught, modelled, practised and reinforced by every member of the school community.

High expectations, built on positive relationships

The school has high expectations of behaviour for all pupils, whatever their age, background or need. These expectations are built on warm, respectful relationships between staff and pupils, and on clear rules and routines that staff and pupils understand. The school's bee-themed approach gives everyone a shared language for kindness, cooperation and consideration for others.

Teaching behaviour

Through the behaviour curriculum, the school explicitly teaches pupils how to behave well, build friendships, manage their emotions, resolve conflict and make responsible choices. The aim is for pupils to develop self-discipline and a real dedication to their learning, and to need fewer reminders about their behaviour as they grow. Older pupils are expected to set an excellent example for younger ones, showing consideration and care.

The behaviour curriculum has seven main virtues that link to the RE curriculum, gospel values and the PSHE curriculum. Each half term has a virtue focus (Summer 2 has two), which is taught directly in assemblies and collective worship. The school's mission statement, Love One Another, underpins all teaching and learning, including behaviour.

Pupils are expected to:

- Be a good friend
- Be kind and loving
- Be helpful and giving
- Be polite and well mannered – this includes respecting members of staff and each other
- Be forgiving
- Be a peacemaker
- Be truthful and honest

Consistency and staff practice

All staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour. Training and support help staff apply the school's rules, rewards and sanctions fairly and consistently. Staff recognise and celebrate positive behaviour, and address low-level disruption and inappropriate behaviour promptly and calmly.

Expectations of pupils

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Challenge and report behaviour that is discriminatory, harmful or disrespectful towards others, including behaviour influenced by prejudice, misogyny, misandry or harmful online content
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Pupils do not have access to mobile phones, smart watches, fitness trackers or other personal devices during the school day. Pupils should not bring phones to school unless there is a valid reason, for example if they are walking home alone. If a pupil needs a phone for the journey home, it is handed to their class teacher on arrival and returned at the end of the day. Staff may confiscate a phone that is in a pupil's possession, and it is returned to a parent or carer. Staff do not search a phone unless they are authorised to do so. Where a search is needed, it is carried out by the headteacher or authorised staff in line with DfE guidance. For nudes or semi-nudes, staff do not view the content and the DSL is informed. Staff do not use force to take a phone.

Exceptions to these rules are made on a case-by-case basis, for example for a child with diabetes whose phone is linked to their glucose monitor.

Children are not permitted to take phones on trips.

6.2 School tablets and other devices

School tablets and other devices are used only for learning, under adult supervision, and for the task the adult has set. Pupils use the camera only when told to by an adult, and never to take photos or videos of other pupils, staff or private areas such as toilets and changing spaces. Staff photograph pupils only on school-owned devices, never on personal phones, and only for educational purposes and in line with parents' permission. Images are stored securely on school systems, not on personal accounts or cloud storage, and are deleted when no longer needed. Filtering and monitoring apply to all school devices.

If a pupil takes an inappropriate image, or an image is misused, staff do not view, copy, forward or delete it. They secure the device, inform the DSL immediately and record the incident on CPOMS.

7. Responding to behaviour

7.1 Classroom management

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

They will:

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

7.2 Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

Staff consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, staff speak to the DSL or deputy and follow the school's child protection and safeguarding policy. The school considers whether pastoral support, universal services, community-based early help, targeted early help or a referral to children's social care is appropriate.

Please refer to the school's child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

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

Positive behaviour will be rewarded with:

- Verbal praise
- Green Dojos (five points for each virtue)
- House Points
- Stickers and certificates
- The Golden Book
- VIP recognition
- Sharing good work or behaviour with Key Stage Leaders, Subject Leaders or the headteacher; and communicating praise to parents and carers
- At the end of the year, a certificate and small gift are awarded to the two pupils in each class who have earned the most Dojos

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

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

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) and taken into account.

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

Low-level disruption: calm reminder, clear warning, consequence

Low-level disruption includes calling out, being off-task, minor silliness, not following instructions and talking. All staff use the same three-step approach and the shared scripts in the behaviour management guide. Staff use the agreed call to attention, “1, 2, 3, eyes on me, hands free”, and correct behaviour calmly, briefly and privately. Pupils are never shamed in public.

- **Step 1: Calm reminder.** Staff state the expectation using agreed language, give take-up time and praise nearby positive behaviour. The reminder can be non-verbal, such as moving closer, pausing and making eye contact, or verbal, for example: “Is everyone listening? Show me hands free. Remember our school rule: Love One Another.”
- **Step 2: Clear warning.** Staff name the behaviour, state the change needed and explain the consequence, for example: “I noticed you are choosing to… I need you to… If it continues, the consequence is…”
- **Step 3: Consequence.** Staff award a Red Dojo (-1) and, where appropriate, a proportionate additional consequence, such as a seat move or the brief loss of a minor privilege. Staff stay calm and brief, do not argue and carry on with the lesson, for example: “You have chosen to continue, so now there is a consequence.” Staff then give a direction and thank the pupil for following it.
- **Restore.** As soon as possible after the lesson, staff hold a short repair conversation: What happened? Who was affected? What will you do differently? How can we fix it? The incident is recorded on CPOMS.

This sequence does not apply to serious behaviour, which requires an immediate response (see section 8).

What makes a consequence appropriate

A consequence must be short, linked to the behaviour, reversible and not shaming. It must not remove a pupil’s time to eat, drink or use the toilet, or more than one break time in a day, and it must not remove core learning unless there is a safety issue. Staff check pupils’ individual plans (SEND) before applying a consequence.

Dojos

The school uses ClassDojo to record Green Dojos (+5 points for each virtue) and Red Dojos (-1 point). When awarding a Dojo, staff explain clearly which behaviour is being recognised or addressed. Points reset to zero at the end of each week. Pupils who receive three or more Red Dojos in a week attend Think Time on Friday lunchtime (see section 8.1).

When behaviour continues

- **Same session or a pattern.** The class teacher records the incident on CPOMS and refers the pupil to the Key Stage Leader. Parents and carers are contacted where behaviour is repeated or concerning.
- **Key Stage Leader and SLT support.** They review triggers and context, agree short-term targets, consider a support plan, check that adjustments are in place and working, and arrange a parent meeting. Persistent concerns go to the Headteacher, and the SENCO and DSL are involved where appropriate.

Sanctions

The school may use one or more of the following in response to unacceptable behaviour:

- a calm reminder and a clear warning;
- a Red Dojo (-1);
- a proportionate additional consequence, such as moving seat, the temporary loss of a minor privilege or the loss of break time (no more than one break time in a day);
- a restorative conversation;
- Think Time (see section 8.1);
- referral to the Key Stage Leader or a member of SLT;
- a letter, phone call or meeting with parents and carers;
- a behaviour plan;
- removal from the classroom (see section 8.2); and
- suspension or permanent exclusion, in the most serious of circumstances (see section 8.3).

Personal circumstances of the pupil will be considered when choosing sanctions. Where appropriate, staff will liaise with the SENCO and DSL to help determine an appropriate sanction. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Restrictive interventions, including use of reasonable force

The school's approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions.

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. They include both physical and non-physical actions aimed at restraining pupils in different ways.

Staff understand that any form of force or restraint carries a risk of physical and psychological harm, so the school always avoids using these measures where possible.

7.5.1 Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

The school does not have a 'no contact' policy and will not grant any requests by parents or staff not to use reasonable force and/or other restrictive interventions.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Only be used where it is necessary and proportionate, and where less restrictive approaches are not appropriate or have not worked.
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Be avoided where the pupil would be held on the ground, because the use of force can be dangerous, particularly on the ground. If a pupil is unintentionally held on the ground, staff release their hold or move into a safer alternative or standing position as quickly as possible.

Staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in their safe and lawful use and in preventative strategies.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.5.2 Seclusion

The school does not use seclusion as a behaviour management technique. Seclusion is where a pupil is confined to a place away from others and prevented from leaving. It is not used as a threat or punishment.

Pupils who are struggling in the classroom may be offered a sensory circuit or a short time in a calm space, such as the sensory room, to help them regulate their emotions. This is a support, not a sanction. The pupil is accompanied or supervised by an adult, is not prevented from leaving, and returns to the classroom when ready.

If a pupil ever has to be confined to keep them or others safe, this is seclusion. It is used only as a last resort, supervised at all times, ended as soon as the immediate risk has reduced, and recorded and reported.

7.5.3 Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Every significant use of force, and every incident of restraint or seclusion, is recorded in writing on CPOMS as soon as practicable, and on the same day wherever possible. The record includes the names of the pupil and staff involved, the pupil's needs (including whether they have SEND, and their SEN status code), the time, date, location and length of the incident, what led up to it, any known triggers, the prevention and de-escalation strategies used, the type and degree of force used and why it was necessary, any injuries, and the support given afterwards.

Parents and carers are told as soon as practicable, and on the same day wherever possible. They are given a written report of any significant use of force and a copy of the written record of any restraint or seclusion. The pupil is supported. Staff and pupils involved are debriefed, and the DSL and SENCO are informed where relevant. Pupils with a known risk have a plan and a risk assessment.

7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited item (listed in section 3) found in a pupil's possession will be confiscated and will not be returned to the pupil. Weapons, knives, controlled drugs and any item that may be evidence of an offence are handed to the police. Other prohibited items are kept securely and either

returned to a parent or carer or disposed of, as appropriate. Staff do not view, copy or delete nudes or semi-nudes. They inform the DSL (see section 7.9).

The school may also confiscate any other item that is harmful or detrimental to school discipline. These items are returned to a parent or carer after discussion with SLT.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search and/or can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, SLT or designated safeguarding lead (or deputy) who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed (in which case the member of staff will ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed).

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil

- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search the member of staff will consider why this is. Reasons might include that they:

- Are in possession of a prohibited item
- Do not understand the instruction
- Are unaware of what a search may involve
- Have had a previous distressing experience of being searched

If a pupil continues to refuse to co-operate, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the SLT to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that is not worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Trays
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the DSL. The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

Staff do not carry out strip searches. A strip search (removing more than outer clothing) on school premises can only be carried out by police officers, in line with the Police and Criminal Evidence Act 1984 (PACE) Code C. The school calls the police only where a strip search is absolutely necessary and less invasive approaches have been exhausted.

Where reasonably possible, and unless there is an immediate risk of harm, staff contact at least one parent or carer before a strip search takes place so that they can attend as the appropriate adult. If they can't attend, a member of staff (not the headteacher) acts as the appropriate adult. The

officer must be of the same sex as the pupil. Parents or carers are always told once a strip search has taken place.

The school keeps a record of any strip search, gives the pupil support afterwards, and tells the DSL, who considers whether further support or a referral is needed.

7.7 Child-on-child abuse

The school recognises that children are capable of abusing other children. Abuse will never be tolerated or passed off as “banter”, “just having a laugh”, “part of growing up”, or “boys being boys”, as this can lead to a culture of unacceptable behaviours, misogyny, and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Where a pupil has hurt another pupil, the incident is dealt with under this policy and, because child-on-child abuse is a safeguarding concern, under the school’s child protection and safeguarding policy.

Staff inform the DSL of all child-on-child abuse. The school’s child protection and safeguarding policy contains further information on how the school prevents and manages incidents of child-on-child abuse.

7.8 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of the school school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.9 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil

- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

This includes harmful content created, altered or shared using artificial intelligence (AI), including nudes and semi-nudes.

Staff must not view, copy, forward or delete nudes or semi-nudes, including those generated using AI. They secure the device, inform the DSL immediately and record the incident on CPOMS.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.10 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police only by gathering enough information to establish the facts of the case.

When establishing the facts, initial investigations will be fully documented and the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the DSL will make a tandem report to children's social care, if appropriate.

7.11 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be in line with the school's child protection and safeguarding policy.

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

7.12 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been a deliberate act to deceive or cause harm to the person subject of the allegation, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

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

7.13 Reception and Key Stage 1

In Reception and Key Stage 1, adults teach behaviour step by step, with simple language, visual cues and plenty of modelling and practice. Reminders are short and calm, for example "Show me kind hands." Adults tell children what to do, praise positive behaviour straight away, and use gentle, immediate and consistent responses. The sanctions used take into account the child's age, ability and understanding, and Think Time is adapted for younger children (see section 8.1).

Pupils with communication needs or SEND have visual timetables, "now and next" boards, picture prompts, extra processing time and, where needed, signing. The school never uses physical punishment and never humiliates or shames a child, as the Early Years Foundation Stage (EYFS) framework requires.

8. Serious sanctions

Serious behaviour is defined in section 3. It is addressed immediately, with safety as the priority, and it is not dealt with through the three-step approach in section 7.4. Serious incidents are not treated solely as behaviour-management issues.

Immediate response

- Staff stay calm and make sure everyone is safe, moving the pupil or class if any child is at risk.
- Staff call for support if needed and inform a member of SLT straight away.
- Staff record the incident on CPOMS once it is safe to do so. Dojo recording must never delay safety action or replace SLT involvement.

The role of SLT

- SLT lead the response and record actions on CPOMS.
- SLT speak to the pupils involved and any witnesses, and keep a written record.
- The DSL is informed of any child-on-child abuse or safeguarding concern, and the school's safeguarding procedures are followed.
- SEND and safeguarding are considered as part of the response and follow-up.
- Parents and carers of the children involved are informed on the same day, unless the DSL advises otherwise.
- Support is considered for both the pupil who was harmed and the pupil who caused harm.

Consequences

- Serious incidents receive -3 Red Dojo points as a baseline (vandalism depends on severity). SLT decide any further consequence case by case, taking account of the facts, the ages of the children, the context and the support they need. Sanctions are proportionate to the incident.
- Possible outcomes include removal from the classroom (see section 8.2), loss of a privilege or break time, a behaviour plan, a parent meeting, Think Time (see section 8.1) or external support.
- Consequences for serious behaviour never remove a pupil's time to eat, drink and use the toilet. No more than one break time is lost in a day.
- Only the Headteacher can suspend or permanently exclude, and only as a last resort (see section 8.3).
- Reasonable force, searching and confiscation are used only as set out in sections 7.5 and 7.6.

8.1 Think Time

Think Time is a restorative sanction that gives pupils an opportunity to reflect on their behaviour, understand the impact of their actions and consider how they can make better choices in the future. It takes place at lunchtime and is a detention within the meaning of the DfE guidance Behaviour in schools. Think Time never replaces or delays the immediate safety response, safeguarding action or any other consequence required by the incident.

When Think Time takes place

Pupils who receive three or more Red Dojos during the week will attend Think Time during Friday lunchtime or on the day of the incident if necessary.

A serious incident that results in three Red Dojos being awarded at once may also lead to Think Time, and depending on the nature and severity of the incident, additional sanctions or consequences may be appropriate. Think Time may not be appropriate for the most serious incidents. A pupil who has been suspended does not attend Think Time during the suspension. The restorative conversation takes place at the reintegration meeting instead.

What happens during Think Time

Think Time is a group session led each week by a member of SLT. Pupils have a restorative conversation about the incident and complete a Think Sheet to help them reflect on what happened, who was affected and what they could do differently next time. The length of the session depends on the pupil's engagement with the restorative conversation and the time needed to complete the Think Sheet meaningfully. Think Time does not last longer than 20 minutes. The aim is to support reflection, responsibility and a positive return to learning, rather than simply to punish.

Pupils do not miss any of their allocated time in the hall to eat their lunch, and they have time to drink and use the toilet. Think Time is supervised throughout, and the pupil is never secluded.

Reception and Key Stage 1

In Reception and Key Stage 1, Think Time is adapted for the age, stage of development and understanding of each child. It is short, calm and supervised throughout by an adult, and the child is never left alone. The adult talks with the child about what happened using simple language, pictures or drawing, and helps them to think about how to put things right. Children never miss their lunch, drink or toilet time. Where a child receives repeated Red Dojos or Think Time becomes a pattern, the class teacher refers the matter to the Key Stage Leader and parents are informed.

Pupils with SEND

Pupils with SEND are supported according to their individual needs. Staff consider relevant pupil plans, reasonable adjustments and any additional communication, emotional-regulation or learning support needed to help the pupil engage meaningfully with the session (see section 9). Pupils with communication needs have restorative conversations that use pictures, drawing or talk instead of written Think Sheets.

Monitoring Think Time

SLT review Think Time each term to check that it is fair, consistent and helps pupils to reflect and change their behaviour. They look at how often it is used, which pupils attend repeatedly, and any patterns by class, year group or group of pupils, including pupils with SEND, disadvantaged pupils, looked-after children and pupils known to children's social care. Where a pupil attends more than once, SLT consider what else might help, such as a behaviour plan, SENCO support, reasonable adjustments or a conversation with parents.

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Removal from the classroom is distinct from seclusion, which is strictly non-disciplinary (see section 7.5 above for more detail on seclusion and its use).

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Maintain and restore the safety of all pupils and to restore stability following an unreasonably high level of disruption
- Enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- Allow the pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom on CPOMS, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.3 Suspension and permanent exclusion

The headteacher can use suspension and permanent exclusion in response to a serious breach, or persistent breaches, of this policy, including where behaviour has not improved following in-school sanctions and interventions. Permanent exclusion is used only where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

The decision to suspend or permanently exclude is made by the headteacher, and only as a last resort. The school follows the DfE statutory guidance on suspension and permanent exclusion.

The headteacher tells parents and carers about a suspension or permanent exclusion without delay, and on the same day wherever possible. The headteacher confirms the decision in writing, giving the reasons, the length of any suspension, how to make representations to the governing board, and the days on which the pupil must not be in a public place during school hours.

Work is set and marked for the first five school days of a suspension. If a suspension lasts longer than five school days, the governing board arranges suitable full-time education from the sixth school day.

A reintegration meeting takes place before a suspended pupil returns (see section 10).

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions. Pupils with SEND may struggle to distinguish real content from AI-generated content or understand the consequences of online interactions.

The school will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

When incidents of misbehaviour arise, the school considers them in relation to a pupil's SEND, although it recognises that not every incident of misbehaviour is connected to SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made by the school on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using its best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan will be secured and the school will co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support, including behaviour support plans where appropriate, to prevent these from occurring.

The school uses staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

The school also works with the pupil, their parents or carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

If SEND or additional needs are suspected staff should:

- Inform the SENCO, at any stage
- Consider reasonable adjustments

- Check support strategies are in place and working
- Review triggers and the environment
- Take extra care with disadvantaged pupils and those known to children's social care

Anticipating and removing triggers of misbehaviour

The school recognises that all behaviour is communication, and that misbehaviour can be a sign of unmet need, emotional distress or a barrier to learning. Staff therefore work to anticipate and remove triggers before behaviour escalates, rather than relying on sanctions alone.

Where a pupil's behaviour causes concern, staff review the triggers, the context and the environment, and ask whether anything has changed for the pupil. Staff check the pupil's individual plan and agreed adjustments before applying a consequence, and make sure that the support in place is working. The SENCO can be consulted at any stage. Any concern that a pupil may be in distress or at risk is passed to the DSL, even where staff are unsure.

Reasonable adjustments are made in a timely way, including for pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and pupils known to children's social care. These include:

- visual timetables, "now and next" boards and picture prompts;
- extra processing time and, where needed, signing;
- agreed adaptations to routines, such as the whole-class signal and the wait for full attention;
- Focus Helper Cards, which are agreed with the pupil, worded positively and removed when no longer needed;
- short movement breaks, used by all teachers, with a set of movement break resources in every class, for pupils who find it difficult to sit still for long;
- seating plans designed so that pupils with a visual or hearing impairment can see and hear the teacher;
- sensory circuits, run each week by a teacher, to help pupils regulate their emotions and be ready to learn;
- restorative conversations that use pictures, drawing or talk instead of written Think Sheets;
- a short time in a calm space, such as the sensory room, with an adult, to help a pupil regulate their emotions before returning to the classroom;
- adjustments to uniform requirements for pupils with sensory needs or a medical condition such as severe eczema.

Staff receive regular continuing professional development (CPD) on supporting and adapting for pupils with SEND, including understanding conditions such as autism.

Where behaviour continues, a support plan or behaviour book/chart may be put in place, and parents and carers are involved in agreeing next steps. The impact of support is reviewed regularly and changed as the pupil's circumstances change.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

When acute needs are identified in a pupil, the school liaises with external agencies and plans support programmes for that pupil. The school works with parents and carers to create the plan and reviews it regularly.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

After a suspension, a reintegration meeting takes place before the pupil returns, with the pupil, their parent or carer and a member of SLT. The meeting agrees support, targets, a trusted adult and a review date. The pupil has regular check-ins for the first week. Plans are reviewed for pupils with SEND, pupils known to children's social care and any pupil at risk of repeated suspension. After removal from the classroom, the pupil rejoins the class as soon as it is safe to do so (see section 8.2).

11. Pupil transition

11.1 Welcoming new pupils

The school helps new pupils to settle in and learn how things work at St John's. Staff explain the school rules and routines in a way that is suitable for the child's age, and show new pupils what to do and what is expected of them. Pupils learn about the school's Love One Another mission and the virtues, and are shown how they can earn rewards. New pupils are told who to go to if they need help, and the school works with parents and carers so that home and school give the same message.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

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

12. Training

Staff receive training on managing behaviour as part of their induction and regularly after that, including training on:

- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice and behaviour management
- Risks associated with the use of generative AI
- Identifying and challenging extreme online misogynistic or misandrist content

Behaviour management also forms part of staff continuing professional development (CPD), including regular CPD on supporting and adapting for pupils with SEND.

All staff receive annual safeguarding training and are given the behaviour management guide and this policy.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Incidents involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders

The data will be analysed termly by the Headteacher and SLT. This includes DOJOs and CPOMS patterns, Think Time attendance, removals, searches and use of reasonable force, by class, year group, time of day and protected characteristic, including pupils with SEND, disadvantaged pupils and pupils known to children's social care.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the governing board.

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

14. Links with other policies

This behaviour policy is linked to the following policies

- Child protection and safeguarding policy
- Restrictive interventions policy
- Mobile phone policy
- Artificial intelligence (AI) policy
- British values statement

Appendix 1: written statement of behaviour principles

- The school's mission, Love One Another, underpins how everyone in the school behaves and treats each other
- Every pupil has the right to feel safe, valued and respected, and to learn free from the disruption of others
- High expectations of behaviour apply to all pupils, and good behaviour is taught, modelled and rewarded, not just enforced
- All pupils, staff and visitors are free from any form of discrimination
- Bullying and child-on-child abuse are never tolerated, are always taken seriously and are dealt with under the school's safeguarding procedures
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently and fairly by staff, in line with the behaviour policy
- The school makes reasonable adjustments and gives extra support to pupils with SEND and to other vulnerable pupils, and considers their needs before applying a sanction
- Behaviour concerns are considered alongside safeguarding, and pupils are supported as well as sanctioned
- Pupils do not have access to mobile phones during the school day
- Restrictive interventions, including reasonable force, are used only where necessary and proportionate, and in line with the behaviour policy
- Suspension and permanent exclusion are used only as a last resort and in line with DfE statutory guidance
- Pupils are helped to take responsibility for their actions
- The behaviour policy is understood by pupils, staff, parents and carers
- Parents and carers are involved in handling behaviour incidents, to build good relationships between home and school

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

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

Appendix 2: letters to parents/carers about pupil behaviour – templates

Staff use these template letters when writing to parents and carers about behaviour.

First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property']

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with senior leaders, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name:
_____

Class teacher signature:
_____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child:
_____

Parent/carer name:
_____

Parent/carer signature:
_____

Date: _____

Second behaviour letter

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

_____

Class teacher signature:

_____

Date: _____

Third behaviour letter

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting]

Yours sincerely,

Class teacher name:
_____

Class teacher signature:
_____

Date: _____