

Behaviour and Discipline Policy



'We can and we will'

GLEBE PRIMARY SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

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Behaviour and Discipline Policy

Mission Statement:

At Glebe School, we believe in an ethos that values the whole child. We strive to enable all children to achieve their potential academically, socially and emotionally.

Positive School Discipline:

- An agreed system of curriculum delivery, which aims to create a code of behaviour which is known and accepted.
- Consistent implementation of this at all levels
- Acknowledgement of those who keep the spirit of the code.
- Deliberate teaching to develop self-discipline and responsibility.
- Addressing inappropriate behaviour that is outside the code.

Aims:

1. To develop in pupils a sense of self-worth, self-discipline and an acceptance of responsibility for their own actions.
2. To promote proper regard for authority and mutual respect between all members of the community.
3. To create the conditions for an orderly community in which effective learning can take place, and where there is proper concern for the environment.
4. To encourage good behaviour on the part of the pupils and positive social interaction in the community.
5. Define what we consider to be unacceptable behaviour, including bullying and discrimination

Such aims can be best achieved in the framework of a relaxed, pleasant atmosphere, in which pupils are able to give of their best, both in the classroom and in extra curricular activities and are encouraged and stimulated to fulfil their potential.

This, in turn, demands a positive policy of encouraging good attitudes and setting a good example. Praise, encouragement and incentives will be given whenever possible. However, it is acknowledged that sanctions will be used when appropriate. The attitude of the staff is of great importance. It is they who determine the environment in which positive staff/pupil relationships can develop.

In order to create and maintain a consistent approach we seek the active co-operation and support of the parents and governors in our policy aims.

Legislation:

This policy is based on advice from the DFE on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2024](#)
- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation at school 2023](#)

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- [Searching, screening and confiscation: advice for schools 2023](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- [Preventing and Tackling Bullying 2017](#)
- [Preventing and Tackling Bullying guidance for headteachers](#)
- [When to Call the Police Guidance for Schools](#)
- [UKCCIS Tackling Race and Faith Targeted Bullying Face to Face and Online A short guide for schools](#)

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 requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

The guidance on sexual violence and sexual harassment between children in schools and colleges is available within [keeping children safe in education](#) and the official document from before has been withdrawn.

This should be read in conjunction with our Anti-Bullying Policy and our Safeguarding Policy.

In accordance to guidance from the department for education (DfE), this policy must be published online (School Information (England) Regulations 2008).

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Definitions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Internal suspension – when a pupil is separated from their class for a fixed period and completes either their classwork or restorative work.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school admission register. This is sometimes referred to as an 'exclusion'.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour

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- Possession of any prohibited items. These are:
 - Knives or weapons (including replica weapons)
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - 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)

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will **follow our child protection and safeguarding policy**.

The School Behaviour Curriculum:

The school rules are kept to a minimum and are intrinsically linked to the Golden Time ethos. At the beginning of each school year the class teacher and the children agree a set of class golden rules, centered around ClassDojo, which are there for the health and safety of everyone but also to give the children ownership of the rules, thereby giving them an incentive to adhere to them. These rules reflect the fact that Glebe is a community not just a building. The following are a set of guidelines when creating the rules – these are 'translated' into child-friendly language to ensure full understanding.

The Glebe Way

1. We can and we will always try our best in all that we do.
2. We can and we will wear our uniform with pride.
3. We can and we will work together as a school community.
4. We can and we will walk sensibly around the school.
5. We can and we will always be polite and show our best behaviour
6. We can and we will take pride in our work and be proud of what we achieve.
7. We can and we will be friendly, respectful and caring to one another and our school building.
8. We can and we will listen and learn.
9. We can and we will always be ready for lessons with a positive attitude and the correct equipment.
10. We can and we will be determined and never give up.

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Pupils are therefore expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- 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.

Mobile Phones

Only Year 6 and Year 5 (summer term), or exceptional circumstances, approved by the Head Teacher, are allowed to bring mobile phones into school. They must be handed to their teacher at the beginning of the school day.

Rewards and Recognition:

Rewards must be seen as the positive side of discipline.

At the end of week each teacher chooses 1 child to receive an achievement award. Additionally, each class will have prize boxes, stickers and incentives to reward children for positive behaviour and choices. In keeping with the Golden Time ethos, children are entitled to a possible 30 minutes of Golden Time on a Friday afternoon (this is time for the class to enjoy chosen activities, such as arts, crafts and technology). Each pupil belongs to one of four houses: Swakeleys, Sussex, Tavistock or Burnham and they can earn points for their house. Rewards and recognition take place at both a classroom and whole school level.

Classroom level

- Verbal praise
- Displays
- Housepoints
- Stickers
- Dojo points
- Parents informed through dojo, mentions or calls

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- Golden time

Whole School level

- Achievement Assembly (weekly)
- Non-uniform days
- End of term awards

Praise and recognition should:

1. Be given promptly.
2. Specify the accomplishment.
3. Show spontaneity.
4. Give information about the value of the accomplishment.
5. Use pupil's own previous performance as the basis for comparison.
6. Attribute success to pupils' own efforts and abilities.

Responsibilities:

At Glebe School, we aim to help the children to become positive, responsible and increasingly independent members of the community. We teach them to take responsibility for their own decisions and actions.

All teaching and non-teaching staff take responsibility for monitoring behaviour in the school. In addition, responsibility can be explained as follows:

1. School Staff are responsible for:
 - Creating a calm and safe environment for pupils
 - Establishing and maintaining clear boundaries of acceptable pupil behaviour
 - Implementing the behaviour policy consistently
 - Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
 - Modelling expected behaviour and positive relationships
 - Providing a personalised approach to the specific behavioural needs of particular pupils
 - Considering their own behaviour on the school culture and how they can uphold school rules and expectations
 - Recording behaviour incidents promptly (see appendix 2 for a behaviour log)

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- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

2. The Deputy Head Teacher, Assistant Head Teacher and Phase Leaders will assist the Head Teacher in promoting desirable behaviour. They will also support the Head Teacher in dealing with children who persistently offend and those who have committed serious offences. In the absence of the Head Teacher, the Deputy Head, Assistant Head Teacher will take on overall responsibility for behaviour and discipline throughout the school and ensure that incidents are documented on CPOMS(Child Protection Online Management System).
3. The Head Teacher will be responsible for
 - Reviewing this policy in conjunction with the governing body
 - Giving due consideration to the school's statement of behaviour principles (appendix 1)
 - Approving this policy
 - 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 the behaviour log (on CPOMS) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

4. The governing body has the responsibility for:
 - a. Reviewing and approving the written statement of behaviour principles (appendix 1)
 - b. Reviewing this behaviour policy in conjunction with the headteacher

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- c. Monitoring the policy's effectiveness
- d. Holding the headteacher to account for its implementation

5. Parents and carers, where possible, should:

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

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

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

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

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

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

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

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Zones of Regulation

Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognise when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthier, calmer and happier place. Zones of Regulation is a whole-school strategy, which enables children to be able to identify their own emotions, whilst supporting them with strategies to self-regulate. These include: using language and colours to identify their feelings, considering their response to these feelings and developing and utilising strategies to regulate and manage these feelings. Zones of Regulation is delivered through regular whole-class teaching sessions, as well as sometimes through more bespoke interventions, in response to individual need. This approach helps children to:

- understand themselves better and have increased self-awareness and social and emotional skills
- develop a common language for communication, problem solving and emotional understanding
- rationalise their worries and/or concerns
- learn to co-regulate, through adult modelling techniques and strategies and consequently,
- self-regulate and become better able to manage their own emotions independently
- identify when energy levels are affected and help manage these independently

When a child is showing negative behaviour, the first interaction should be to establish what zone the children is in. Children that are unregulated are often not able to verbalise their emotions even if they are using articulate. All staff should have the zones on their lanyard and these should be offered to the children to point at as well.

Sanctions:

In *Behaviour and Discipline in Schools Advice for Headteachers and School Staff* it explicitly states that;

- “Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers can confiscate pupils' property.
- Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.
- To be lawful, the punishment (including detentions) must satisfy the following three conditions:
 - 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher;
 - 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff;

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- 3) It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.
- A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them."

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

- In any disciplinary system, the emphasis must always be on the positive approach of encouragement and praise, rather than the negatives of sanctions and criticism.
- It is essential that the pupil understands that it is the behaviour which is not acceptable and not the pupil as a person.
- It is necessary that pupils should learn from experience to expect fair and consistently applied sanctions for bad behaviour. In some cases, going through the Restorative Justice Booklet may be appropriate (Appendix 2). However, this should never be done immediately after, instead it should be completed when the child is fully regulated (this may be the next day). (see Dangerous behaviour and De-escalation section for further information).
- The distinction must be clearly made between serious and minor offences (these are detailed concisely in our Behaviour Structure)
- Rules will be applied consistently by all staff but there must be sufficient flexibility in the use of sanctions to take into account individual circumstances and the age of the child.
- The inappropriate and unacceptable behaviour of a pupil should be seen as potentially everyone's responsibility. However, if the behaviour has already been dealt with by another member of staff, they shouldn't receive a further 'telling off'.
- Imposing sanctions on whole groups will be avoided where possible – this is helped by the introduction of Golden Time.
- Where appropriate, time should be taken to talk about the undesirable behaviour, whether in class, assembly, group or individually.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified 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.

To ensure a consistent and fair approach staff will refer to the behaviour matrix when dealing with negative behaviour. If staff are not sure where a behaviour falls on the matrix, they should seek further advice from their phase leader or SLT.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

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Internal suspension is an internal process within the school and is used when the objective is to remove the pupil from class, not from the school site, for disciplinary reasons. Internal suspension offers immediate, short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted. The duration of an internal suspension will be based on the misbehaviour and may be flexible depending on how reflective the child is. They will work under the supervision of an LSA – (where this is not possible, under the supervision of HT, DHT or SENCO). With some cases of serious misbehaviour, e.g. unacceptable or racist language, we may choose to internal suspend, rather than exclude. This is because the focus and intent of the sanction is to re-educate the individual and ensure that they fully understand the impact and implications of their actions.

The school will carefully consider the need to withdraw approval for a pupil participating in a school trip (either single day or residential) if it is felt that their behaviour is such that the pupils' own safety and that of others is at risk by them attending. Senior Leaders will not take this decision lightly and will only do so once it is clear that all other options have been exhausted. This would include the pupil consistently failing to comply with adult requests on a frequent basis and the pupil making minimal progress against the targets set in their individual Behaviour Support Plan.

Exclusion is a final resort and attempts to avoid this, if possible, will always be made.

Each class teacher keeps a Class Behaviour Log in which they record any low-level behaviour. For more serious behaviour, staff record this on a whole school Behaviour Log (on CPOMS - *Child Protection Online Management System*) in which they date and record incidents which have been brought to their attention. Teachers also record which sanction has been delivered in accordance with the Behaviour matrix. More serious offences lead to a letter being sent home to the parents of the child concerned or a meeting with the parents. The behaviour matrix clearly states which incidents will be recorded on CPOMS, who should be alerted to these and who should inform the child's parents.

If a child is continually breaking class rules or behaving badly during break times, a Behaviour Passport is introduced. This is effectively a reward chart system – the school day is broken down into sessions. Children are given specific targets and the passport indicates whether they met each of these targets in a session. Targets should be achievable for the child and they must know what their target and expectations are. The passport is sent home either daily or at the end of the week (depending on the agreement with SLT) and is also viewed by phase leaders and SLT throughout the week. The purpose of a passport is to support a child to improve behaviour and improvements must be celebrated. Children will earn agreed rewards when they have achieved their targets on a number of occasions (this will vary based on the age and needs of the children). The aim is always for passports to be a temporary measure. Consequently, they are reviewed regularly with the SENCO and SLT.

Dangerous behaviour and De-escalation

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Definitions

For the Purposes of this Policy Document:

- Reasonable force is defined as using no more force than is needed in the circumstances. The use of force is illegal if the physical circumstances do not warrant it. The force used should always be the minimum needed to regain and ensure safety and control for everyone involved or present.
- Physical restraint is defined as the positive application of force in order to protect/prevent a pupil from causing injury to themselves or others or seriously damaging property. It is necessary in more extreme cases, for example to stop a physical fight.

Restrictive physical interventions may include:

- Bodily contact - where the physical presence of one or more people is used to control a pupil, e.g. physically interposing between pupils; blocking a pupil's path; holding or 'shepherding' a pupil; using agreed, approved restricted holds
- Environmental – where a change is applied within the environment for example shutting a door

Reasonable Force

All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- The child is at risk of serious harm
- Damaging property – if the damaged could cause further risk. For example, if a child is cutting up bean bags this will not endanger them or others. If they are smashing a plugged in computer then this would be deemed dangerous as it could cause a fire or risk from electrocution.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

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.

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The Last Resort Principle

At Glebe Primary School we pro-actively foster positive relationships and only use reasonable force when there is no realistic alternative. There might be some situations in which the need for positive handling is immediate and where there are no equal effective alternatives (a child is about to run in the road). In these situations, all staff members are able to use positive handling. Furthermore, understand that challenging behaviour is a form of communication and we will always commit to employing de-escalation strategies to avoid resorting to using reasonable force. We understand that to avoid a situation escalating that it can be important to:

- Reduce verbal instructions and increase visual support.
- Give introductions 3 times before expecting a child to follow it.
- Waiting 10 seconds between giving the instruction and expecting a response (the adult should count in their head).
- Plan carefully for transitions as this is when most children may reach a crisis point.
- Give the child space.
- Sometimes it may be appropriate to change the adult supporting the child as a change of face during a crisis situation can help.
- Employ active withdrawal. This involves temporarily moving the other children to a different space.

Staff that are currently Team Teach trained are:

- Clare Sheldon
- Hannah Imane
- Jenny Griffiths
- Gemma Walters

Where physical interventions are needed to prevent injury to the student, other students or staff, or to prevent serious damage, these should be for the minimum length of time possible and using the least possible force. Staff must consider whether they are using reasonable force.

In all circumstances, and with staff who are not Team Teach trained, other methods should be used if appropriate and effective positive handling should be a last resort. When called to an escalating situation Team Teach trained staff will conduct dynamic risk assessments to ascertain the best course of action to take.

When positive handling becomes necessary:

DO

- Give the pupil a warning
- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible

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- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck, lying face down or pulling arms across the child's chest
- Slap, punch, kick or trip up the pupil

Recording

Whenever overpowering force is used, the incident **must** be recorded using the approved forms. This should then be kept in the SENDCo's Room. All staff involved in an incident should contribute to the record which should be completed within 24 hours. The details recorded on the forms are kept confidentially. Parents/carers must also be notified and this is to be recorded on the form (Appendix - A).

Staff should:

- Inform a member of SLT as soon as possible
- Complete the school recording form carefully
- Take time to think about what actually happened and try to explain it clearly
- Complete all names in full
- Sign and date all forms

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Post-Incident Support

Incidents that require use of restrictive physical interventions can be upsetting to all concerned and could result in injuries to the child or staff. After incidents have subsided, it is important to ensure that staff and children are given emotional support and basic first aid treatment for any injuries. Immediate action should, of course, be taken to ensure that medical help is accessed for any injuries that require other than basic first aid. All injuries should be reported and recorded in accordance with school procedures. The school should take action to report any serious injuries to staff or students in accordance with LA guidelines (see the First Aid and Supporting Children with medical Conditions in School Policies).

We need to consider:

- thoughts, feeling, emotions,
- emotional 'first aid'
- That the adrenaline the child (and possibly staff member) has built up will take a long-time to subside even if they do not present this way. In a neurotypical child it will take anywhere between 90 minutes to 3 hours. In a neurodiverse child this can be double this time.

Stage 1 – Immediate 'Are you ok?' This should occur before people leave to go home.

Stage 2 – De-briefing checking people have adjusted to an emotionally difficult event. This should occur within 48 hours.

Stage 3 – Counselling: formal support. Support is available when requested by a member of staff. However, it is not imposed.

Stage 2 – Debriefing

The debriefing session should not take place on the day as it is important to give the staff member time to process the event. During the debriefing session, 3 core questions will be asked:

- What went well?
- What did not go well?
- What will we do next time?

Post Incident Review

Focus on actions and behaviours:

- Who did what, when, why, how?
- What was the outcome?
- What does it tell us about what we already know about the young person?
- What have we learnt and what or how does this inform our practice?

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Monitoring use of Restrictive Physical Interventions

Use of physical intervention in school is monitored in order to help staff learn from experience, promote the wellbeing of children in their care and provide a basis for appropriate support. Monitoring can help the school to determine what specialist help is needed for children and to assess the appropriateness of the child's placement at the school. The use of physical intervention is monitored and evaluated regularly at Leadership Group meetings. Individual student risk assessments are reviewed annually.

Responding to Complaints

The use of restrictive physical intervention can lead to allegations of inappropriate or excessive use. In the event of a complaint being received by a school in relation to use of force by staff, the matter should be dealt with in accordance with LA guidelines and agreed procedures for handling allegations against members of staff (see Dealing with Allegations of Abuse Against Staff).

Off-Site Behaviour

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 our 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 or member of the public;
- Could adversely affect the reputation of the school.

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

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

Suspected Criminal Behaviour

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If a pupil is suspected of criminal behaviour, the school will conduct an investigation as to whether any criminal behaviour took place and then will report the incident to the police, if deemed it has occurred.

When establishing the facts, 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, or a member of the safeguarding team, 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 designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Confiscation

Any prohibited items (listed on pages 3 & 4) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

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

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 without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is 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 ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher or a member of the safe guarding team, 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.

Behaviour and Discipline Policy

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 can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher, to try and 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 from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified on pages 3 & 4 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 isn't 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:

- Bags

Behaviour and Discipline Policy

- Pencil cases
- Lunch boxes

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 on pages 3 & 4) 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

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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 designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Behaviour and Discipline Policy

Strip Searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. However, the school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and Record-Keeping

Where reasonably possible and unless there is an immediate risk of harm, **staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place** and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who Will be Present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

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The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care After a Strip Search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the DSL. The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will 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 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, 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.

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Please refer to our Safeguarding Policy and our Statement of Procedures for Dealing with Allegations of Abuse Against Staff for more information on responding to allegations of abuse against staff or other pupils.

Removal From Classrooms (Internal suspensions)

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

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

Removal is a serious sanction and will only be used in response to serious misbehaviour. 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:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive 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 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.

Parents will be informed on the same day that their child is removed from the classroom.

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

- Meetings with the Pastoral Support Worker
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal and any protected characteristics of the pupil in the behaviour log.

Behaviour and Discipline Policy

Fixed Term and Permanent Exclusions:

Only the Head Teacher (or acting Head Teacher) has the power to exclude pupils from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, they must inform the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such an appeal.

The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond 5 days in any one term. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The governing body has a discipline committee which considers any exclusion appeals. When an appeals panel meets to consider an exclusion they take into account the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and deliberate as to whether a pupil should be reinstated. If the appeals panel decides that a pupil should be reinstated the Head Teacher must comply with this ruling.

Please refer to the Exclusion Policy for more Details.

Zero-Tolerance Approach to Sexism, 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.

'Lower-level' incidents can be more frequent than severe incidents and can underpin the problematic 'normalised' culture Ofsted refers to in its review. We will dismantle this by encouraging pupils to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is.

We will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be, as reporting incidents benefits everyone, including:

Behaviour and Discipline Policy

- **The victim(s):** by stopping the problem and getting the help and support they need
- **Other people:** by preventing it happening to someone else
- **The alleged perpetrator(s):** catching problematic behaviour early can help them avoid criminal offences later in life

The school's response will be:

- **Proportionate**
- **Considered**
- **Supportive**

- **Decided on a case-by-case basis** depending on the age and stage of the children involved. We will use the: Brook Sexual Behaviours Traffic Light Tool to determine this

How to decide what sanction is appropriate

We must show that we are prepared to act, no matter how small the incident. The response to each incident should be proportionate. For example, a 'lower-level' incident - such as a sexist comment – maybe addressed through educating the children on equality, appropriate and gender inclusive language and mutual respect. Or if the incident is very 'low level' – for example, a pupil making a comment that staff have reason to believe they don't fully understand – it may be appropriate to explain why it wasn't OK and ask the pupil to apologise to the victim on the spot. If they apologise, make sure staff keep an eye out for any recurrence from that particular pupil. If they refuse, escalate the incident to a more serious sanction.

There are four likely outcomes when managing any reports of sexual violence and/or sexual harassment:

- a) **Manage internally**
- b) **Early help**
- c) **Referrals to children's social care**
- d) **Reporting to the police**

We will always get parents involved in a timely manner. We will not just file an incident away, no matter how 'low-level'. We will let parents know what their child has said or done and that we'd like them to talk about it as a family. This will help us:

- Get the parents on board in condemning the behaviour;
- Start an important conversation between the pupil and their parents about acceptable and unacceptable sexual behaviour;
- Work towards a solution together;

This can just be a quick phone call but it's important that it happens **quickly** and **every time** staff have concerns about a child's behaviour.

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We also must balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s). To do this we will consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

This is set out in [paragraph 490 of KCSIE 2024](#).

We will use exclusion from school only in the most severe cases, for example if the police recommend we exclude a pupil after an incident of sexual assault.

Please see our behaviour matrix for sanctions.

What is sexual harassment?

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. ([paragraph 454 KCSIE 2024](#))

Whilst not intended to be an exhaustive list, sexual harassment can include:

- **sexual comments**, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- **sexual "jokes"** or taunting;
- **physical behaviour**, such as: deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and
- **online sexual harassment**, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Promoting appropriate sexual behaviours

As well as focusing on what's inappropriate, we will help pupils to understand what good and healthy sexual behaviour means.

Our Relationships, Sex and Health Education (RSHE) curriculum will cover important areas such as:

- Consent
- What respectful behaviour looks like

Behaviour and Discipline Policy

- Body confidence and self-esteem
- Healthy relationships

Please refer to our RSHE policy for more details.

How do we respond to reports of sexual violence and sexual harassment

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Guidance from the Department For Education (DfE) is clear that it does not attempt to provide (nor would it be possible to provide) detailed advice on what we should do in any or every particular case; it provides effective safeguarding practice and principles for us to consider in our decision making process.

Ultimately, all decisions in Glebe will be made on a case-by-case basis. The Designated Safeguarding Lead (DSL) and safe guarding team will take the leading role and will use their professional judgement, supported by other agencies, such as children's social care and the police as required.

Some situations are statutorily clear:

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape;
- rape, assault by penetration and sexual assault are defined in law; and
- creating and sharing sexual photos and videos of under-18s is illegal (often referred to as sexting). This includes children making and sharing sexual images and videos of themselves.

Our basic safeguarding principle is: if a child has been harmed, is in immediate danger, or is at risk of harm, a referral should be made to children's social care. A social worker should respond to the referrer within one working day to explain what action they will be taking.

We will usually inform parents that we are making a referral to children's social care. However, it may be that we have assessed the situation and believe that a referral is needed without parental knowledge in order to safeguard students involved. Once a referral is processed children's social care will consider if early help, section 17 and/or 47 statutory assessments are appropriate (*see Keeping Children Safe in Education for an explanation of this process*). We will support in an early help assessment, child protection enquiry, strategy discussion and child protection conference.

If there has been an alleged case of sexual assault, we will work closely with the police as rape, assault by penetration and sexual assaults are crimes. Where there is a report of a rape, assault by penetration or sexual assault, the starting point is it should be passed to the police who will advise and log according to their own guidelines.

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We are aware that incidents of sexual violence and sexual harassment that occur online (either in isolation or in connection to offline incidents) can introduce a number of complex factors. These include the potential for the incident to take place across a number of social media platforms and services and for things to move from platform to platform online. It also includes the potential for the impact of the incident to extend further than our local community (e.g. for images or content to be shared around neighbouring schools/colleges) and for a victim (or alleged perpetrator) to become marginalised and excluded by both online and offline communities. There is also the strong potential for repeat victimisation in the future if abusive content continues to exist somewhere online. We will act in accordance with our Anti-Bullying policy and our Social Network Policy, if we are made aware that our students are using online platforms which in any way jeopardises the safety of other members of our school community.

Please refer to our safe guarding policy for more detailed information about our ongoing responses, managing the disclosure, confidentiality, risk assessments, supporting the victim and the alleged perpetrator and safe guarding.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

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

Our approach may include examples such as:

- *Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long*

Behaviour and Discipline Policy

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

Adapting sanctions for pupils with SEND

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

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

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

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (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, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

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.

Pupil Support

Behaviour and Discipline Policy

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school's Special Educational Needs Co-ordinator (SENCO) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

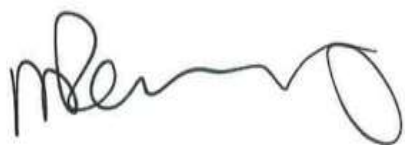
Monitoring and Review:

This policy is monitored on a day-to-day basis by the Head Teacher who reports to the governing body about the effectiveness of the policy on request. The Head Teacher is responsible for keeping a record of serious offences and exclusions.

This policy will be reviewed regularly as part of the school's rolling programme of policy review.

Reviewed: September 2026

To be reviewed: September 2027



Head Teacher



Chair of Governors

Appendix 1: Written Statement of Behaviour Principles

Behaviour and Discipline Policy

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The behaviour policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

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 Curriculum and Policies Committee annually.

Appendix 2 Restorative Chat



Made silly noises



Shouted at someone



Rude to someone



Walked off



Scribbled on work



What happened?



Tore my work



Threw something



Broke something



Swore at teacher



Swore at student



Hurt someone



Something else



Worried



Fidgety



Confused



Angry



Scared



What were you thinking
or feeling?



Excited



Silly



Distracted



Fizzy



Giggly



Anxious



Something else



Me



A friend



A teacher



A T.A



My mum



My dad



My family



Group



Someone else's
mum



Someone else's dad



Someone else's
family



Someone else

Who has been affected?



Frustrated



Sleepy



Restless



Not sure



Embarrassed



What were you thinking
or feeling?



Grumpy



Shy



Stressed



Sick



Mad



Out of control



Something else



Sad



Sorry



Guilty



Ashamed



Fizzy



What are you thinking or
feeling now?



Scared



Worried



Unsure



Okay



Calm



Better



Something else



Write it down



Write a letter



Talk with someone



Say sorry



No reward point



Minutes



Draw

What needs to happen to
put it right?



Fix something



Make a plan



Make a change



Think about zones



Something else



Talk to a teacher



Ask for time out



Fiddle with something



Talk to someone



Count to 10



Next time I could



Take deep breathes



Play with someone
else



Sit next to someone
else



Walk away



Make a change



Think about zones



Something else

Behaviour and Discipline Policy