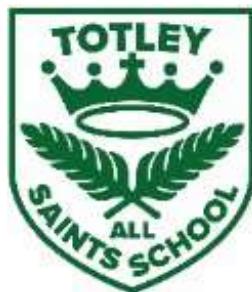


TOTLEY ALL SAINTS CE PRIMARY SCHOOL



Relationships and Behaviour Policy

2025-2026



Last reviewed on: September 2025

Next review due by: September 2026

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1. OUR VISION AND VALUES

'Every day excellence for EVERY child'

At Totley All Saints Church of England Primary School, we aim to be an exceptional school with Christian values at the very heart of the community. We recognise that children are a precious gift from God, made in His image and, as such, have infinite worth and value. As a result, we commit ourselves to providing an environment based on love and mutual respect where every child and every member of staff can thrive and is supported to achieve their unique and amazing potential as children of God.

"I have come that they may have life, and have it to the full." John 10:10

Our Christian ethos promotes life to the full, values all children as individuals and encourages their moral and spiritual development, so that they can become courageous advocates in a rapidly changing world. Together with our families, churches and wider community, we aim for all children to succeed in body, mind, heart and spirit.

THE TASS COMMUNITY: GROWING AND LEARNING TOGETHER



Our school values are shown above. Through our approach to behaviour and relationships, we teach our children how to demonstrate these values towards others and themselves in all areas of their lives. This supports us in our vision of enabling the children to "providing an environment based on love and mutual respect where every child and every member of staff can thrive and is supported to achieve their unique and amazing potential.."

2. AIMS

At Totley All Saints CE Primary School, we aim to foster a supportive, inclusive, and nurturing environment grounded in relational practice.

We are committed to building positive, respectful relationships between pupils, staff, and the wider community. We recognise that strong, empathetic connections are fundamental to pupils' social, emotional, and academic development.

Totley All Saints policy is based on evidence-informed research and practice and focuses on understanding each child's unique experiences and needs, using relational approaches to de-escalate conflict, promote self-regulation, and support emotional well-being. Our policy emphasises proactive, compassionate strategies, ensuring that all pupils feel valued, heard, and safe. By embedding relational practice, we seek to create a culture where every child can thrive, develop resilience, and achieve their full potential in line with our school values.

3. Legislation, statutory requirement and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [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](#)

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 gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

4. SCHOOL EXPECTATIONS

At Totley All Saints, we hold high expectations for the behaviour of all our pupils, rooted in our values of compassion, justice, forgiveness, selflessness, and generosity. We strive to nurture self-control and encourage pupils to behave in ways that allow everyone to learn and feel safe within our school community.

We expect every pupil to show respect to all members of our school and wider society, treating others fairly, kindly, and with good manners. Pupils are encouraged to give their very best in all they do, demonstrating perseverance and a growth mindset in line with our vision of 'Every day excellence for EVERY child.'

Our behaviour expectations are clearly communicated and displayed throughout the school to ensure all pupils understand and embrace them. We celebrate and recognise pupils who consistently meet these expectations, fostering a positive and supportive learning environment.

We recognise that some pupils may find it more challenging to meet these expectations or may sometimes choose not to. We understand that there can be many reasons behind this, and we are committed to identifying and addressing the underlying causes with compassion and support.

When pupils struggle to meet our behaviour expectations in day-to-day school life, we provide tailored support through our Circles of Support system, designed to help pupils reflect, learn, and grow positively within our caring community.

Misbehaviour

Misbehaviour refers to any actions or conduct by a pupil that fall below the expected standard of behaviour within the school community. This includes disruptions to learning, failure to follow instructions, disrespect towards others, or actions that do not align with the school's values of compassion, justice, forgiveness, selflessness, and generosity. Misbehaviour may be minor but requires consistent and clear responses to support pupils in understanding and correcting their actions in a loving and respectful environment.

Serious Misbehaviour

Serious misbehaviour is conduct that significantly disrupts the learning environment, threatens the safety or well-being of pupils or staff, or severely breaches the school's values and expectations. This includes repeated or intentional acts of aggression, bullying, discrimination, vandalism, or any behaviour that compromises the inclusive and caring community Totley All Saints strives to maintain. Serious misbehaviour requires prompt and proportionate consequences alongside pastoral support, ensuring the safety and dignity of all members of the school community.

Examples of 'Lower Level' Behaviours are:	Examples of Serious Behaviours are defined as:
<ul style="list-style-type: none"> • Failure to follow instructions first time • Distracting others from their learning • Poor learning behaviours • Not listening • Work avoidance • Not staying on task • Using unkind words 	<ul style="list-style-type: none"> • Repeated breaches of the school rules • Inappropriate use of language (Including swearing) • Targeted Swearing towards a child or adult • Any form of Bullying (See additional information) • Child on child abuse • Physical assault/Physical aggression • Verbal abuse/verbal aggression • Threatening behaviour (including spitting /scratching/nipping) • Fighting • Sexual misconduct -sexual violence and sexual harassment including sharing of nude/semi-nude images and intentional sexual touching without consent • Racist, sexist, homophobic or discriminatory behaviour • Theft • Smoking/vaping • Vandalism-damage to property -school property/peer property/buildings/neighbouring property • Inappropriate or dangerous items being brought onto the school premises: this could include knives or weapons, alcohol, illegal drugs, stolen items, vapes, fireworks or pornographic materials • Inappropriate or dangerous items used to inflict harm • Smoking • Off-site behaviour -where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school

6. STATUTORY INFORMATION ABOUT THE SCHOOL'S APPROACH TO SPECIFIC BEHAVIOURS

Bullying

Bullying, including cyberbullying and prejudice based/discriminatory bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is deliberately hurtful, repeated, often over a period of time and difficult to defend against. Details of our school's approach to preventing and addressing bullying are set out in our separate Anti-Bullying Policy, which can be accessed on the school website.

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:	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Online Behaviour

Repairing and Restoring may take place for online conflict or incidents when:

- It poses a threat or causes harm to another child
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The child is identifiable as a member of the school

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

Measures in place to prevent all forms of bullying:

- Comprehensive antibullying policy and child friendly antibullying policy that explicitly addresses all forms of bullying, including cyberbullying, prejudice-based, and discriminatory bullying which is shared with staff, pupils and parents.
- Regular training for all staff on identifying and responding to different types of bullying, including less visible forms like cyberbullying and prejudice-based bullying.
- Train staff to challenge derogatory language and stereotypes immediately and effectively.
- Designated anti-bullying leads or champions.

Our anti bulling strategy is outlined in our antibullying policy appendix 2

7. ROLES AND RESPONSIBILITIES

7.1 The Local School Board

The Trust is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

The Local School Board work in partnership with the Trust to support the school in its implementation of the Behaviour Policy.

7.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with unwanted behaviour
- Monitoring how staff implement this policy to ensure the approaches are applied consistently to 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
- Ensuring that the behaviour data is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

7.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils where every pupil can thrive
- Establishing and maintaining clarity 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 (see individual pupil passports)
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly using the correct channels
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

7.4 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
- 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, whilst 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.

7.5 Pupils

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

- 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 standard, and what will happen if they don't meet the standard
- 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.

A successful learning environment at our school involves:

- A welcoming Christian ethos, with an emphasis on “loving our neighbour”
- A school which follows the UN Convention on the Rights of the Child so that ‘The best interests of the child are top priority in all decisions and actions that affect children.’ (Article 3)
- A stimulating, learning atmosphere where all can learn;
- Children demonstrating age-appropriate levels of self-discipline and self-motivation;
- Children responding positively to expectations made of them
- All adults and children showing high standards of courtesy and respect towards one another;
- Children moving calmly and sensibly around the building;
- Children caring and helping one another;
- All demonstrate mutual respect and have a developed understanding of the different types of discrimination
- Children treating their environment and school property in a respectful way
- Emotional well-being is prioritised.
- Work positively with staff when they are dealing with any behaviour incidents, working together to resolve any issues at the lowest possible level.

The school uses collective worship and a high quality PSHE scheme (Kapow) to support children in this area and have a clear approach to supporting learning behaviours. Familiar routines are used by staff in all lessons.

The school rules are central to our Behaviour Curriculum and are positive declarations of how to behave. The overarching principle is: ‘Be in the right place, at the right time and doing the right thing!’ This is then underpinned by 5 two worded rules:

- *Follow instructions;*
- *Listen carefully;*
- *Try hard;*
- *Respect others;*
- *Keep Safe.*

These are displayed around school in prominent places, are regularly revisited in Collective Worship and Circle Times. We use PSHE lessons and reflection time to support children’s personal development and SMSC development.

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

8.5 Mobile phones

- Pupils are not allowed to have mobile phones with them on-site
- If children who walk to school on their own need to bring a mobile phone to school this is by agreement with the school and the phone is turned off and passed to the office each morning. Parents/carers complete the appropriate permission form.
- The school does not take any responsibility for damage or loss of the phones.
- If a child is found to have a phone with them in the class this will be dealt with as a breach of the behaviour code, at the appropriate level of consequence, depending upon individual circumstances.
- The phone would be stored by the Headteacher and parents called to collect it.

9.1 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 rules and values in their classroom.
- Develop a positive relationship with pupils, which may include:
 - ✓ Greeting pupils in the morning/at the start of lessons
 - ✓ Providing shame free classrooms where any negative behaviour choice is dealt with quietly and discretely
 - ✓ Establishing clear routines in line with the agreed protocols
 - ✓ 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
 - ✓ Providing an inclusive classroom environment where teaching strategies used and resources deployed ensure all pupils feel safe to 'have a go' and achieve success.

9.2 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information. This can be found on the school website and within the school office.

9.3 Responding to good behaviour

- All staff at Totley All Saints realise the importance of a consistent whole school approach to Behaviour and try at all times to be positive in their management of children. We believe that at all times, 'Discipline in schools must respect children's dignity and their rights' (Article 28).
- They also place great value on every child's individuality and as such tailor the whole school approach appropriately for each child's needs. It is not possible to detail all of the ways that school personalises behaviour management as each individual case may involve different strategies. This provides an opportunity for all staff to reinforce the school's culture and ethos.

However, examples of encouragement include:

- 9.3.1 Positive words and praise;
- 9.3.2 Merit points;
- 9.3.3 Class Dojo
- 9.3.4 Stamp Cards;
- 9.3.5 Certificates;
- 9.3.6 golden/privilege time;
- 9.3.7 class rewards;
- 9.3.8 Star of the Day;
- 9.3.9 Prizes.
- 9.3.10 Visits to the Headteacher
- 9.3.11 Positions of responsibility/roles within the classroom
- 9.3.12 Communicating praise to parents/carers via a phone call, Class Dojo or written correspondence

All of the school reward systems, and possible consequences are shared with the children at the beginning of each school year by the Headteacher and class teachers. These are revisited at the beginning of each half term.

Positive behaviour and achievement are celebrated as part of Celebration Assembly each week through the giving of certificates and awards. Teachers also identify a pupil for their TASS first Class as well as Star of the Day.

All children are divided into four Merit Teams: Ruby, Diamond, Sapphire and Emerald and children are given merit points for following the rules and helping each other. The winning team then votes for their Merit Treat - one of three options chosen by the Merit Team Captain. This allows children to have their views, feelings and wishes in all matters considered.

9.4 Taking Responsibility

- In order to involve children productively and responsibly in school life, we encourage them to help with jobs around school. Children are given opportunities to apply for various positions and to join a range of leadership groups.

8.4 Responding to breaches of the school's behaviour policy

Remind, Warn and Consequence

The aim of our work is to support children to maintain exceptional behaviour or to move quickly back to this if any inappropriate behaviour is shown, with the lowest level of intervention possible. Consequences are given using a Tell, Warn, Consequence approach.

We work on a principle of 'Public praise and private reprimand'.

Staff use the word consequence with children rather than sanction and use the language of choice to ensure the discussions of behaviours shown are depersonalised.

The use of Remind, Warn and Consequence is underpinned by our value of forgiveness. All children are supported to return to a good level of behaviour and are recognised for doing so.

The following steps are used for lower level behaviours:

REMIND	<ul style="list-style-type: none">✓ A quiet conversation with the pupils to sort things out before a warning is required.✓ Children are reminded of the desired behaviour.✓ This should be discrete and non-intrusive✓ (This should, in most cases, quickly lead to a child refocusing on learning).
WARN	<p>If behaviour does not change quickly:</p> <ul style="list-style-type: none">✓ Children are given a quiet/discrete warning that if their behaviour continues there will be a consequence. Children are reminded of the desired behaviour.✓ This will then lead to time out in the classroom (Reading area/separate table) might be considered in a supportive way to help a child settle/regulate.✓ If behaviour improves leave for 5-10 minutes and then acknowledge the good choice made and return to original seating✓ Staff supervising breaktimes can also use a warn that children be given time out and that they will need to stand with an adult for five minutes.
CONSEQUENCE	<ul style="list-style-type: none">• A consequence is given: up to 5 minutes in buddy class continuing the work they were doing in class. Staff take the opportunity to give words of encouragement to support a child in improving their behaviour despite the consequence given.• If behaviour improves leave for 5-10 minutes and acknowledge the good choice made• All children must be clear on the reason for the consequence.

If behaviour returns to the expected standard after a short period of time, this is recognised and the child is praised.

If the inappropriate behaviour continues the child

WARN

– a further warning is given briefly reminding the child of the desired behaviour and stating that if they continue the behaviour this will lead to a further consequence.

CONSEQUENCE

If the behaviour continues two consequences can be used:

1. Behaviour is not disrupting the class: child discusses with teacher after lesson the reasons why a warn and consequence had been given and opportunities for the child to put their thoughts and feelings across. Parents informed of the unwanted behaviour and the content of the restorative conversation.
2. If behaviour is disruptive time out is given in buddy class usually for up to 5 minutes: Teachers may feel it is helpful to give a few minutes of time out, either in the classroom or in another classroom. This is known as 'Buddy Class'. When entering their buddy class the child sits in an allocated seat. The teacher acknowledges using a non-verbal signal. This time can support children to regulate their behaviour. The child's class teacher then takes the time to have a restorative conversation with the child, identifying the reasons for the warn and consequence and allowing opportunities for the child to identify reasons for this behaviour as well as what they could have done instead. Teacher informs the parents/carers.

A child reaching this point has the incident recorded on CPOMS

If behaviour returns to the expected standard, this is recognised and the child is praised.

Staff will take the time to have a restorative conversation with the child, giving the child the opportunity to identify the unwanted behaviours themselves and reasons, ensuring children understand what part of the behaviour code has been breached. Where possible consequences are matched to the behaviours shown: eg *non completion of work in class time due to inappropriate behaviour or lack of effort may lead to the child completing the work in their own break time.*

Serious Incidents

If a more serious incident occurs or strategies used do not lead to an improvement in the situation and behaviour is disruptive, a member of the Senior Leadership Team (SLT) is discretely called for.

The child is discretely asked to leave the classroom (or come in from break time) so that no more learning time is lost. The member of SLT takes time to discuss the behaviour with the child, when they are regulated. This discussion must only take place when the child is regulated to allow for them to identify the situation in a rational manner.

The SLT member will make a decision on follow up, collaboratively with teacher where appropriate:

- The child will be given time to regulate before a restorative discussion takes place. The aim of this discussion (aim of the discussion is to support the emotional regulation of the child and re-establish them back in their classroom)
- Complete their learning out of the classroom
- Restorative approach when appropriate. For example When reflecting on a negative behaviour choice with a child, all staff will use the following questions:
 - Can you tell me what happened?
 - Can you tell me what were you thinking/feeling at the time?
 - Can you tell me who has been affected by this?

- Can you tell me in which way?
- Can you tell me what can be done make things right?
- If possible the consequence is agreed with the child following reflection on their behaviour

This might include:

- Completion of class work separate to the class
- Opportunity to regulate emotionally
- Parental contact (particularly if incidents of lost learning or inappropriate behaviour increase)

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Any consequence given will be proportionate, explained and relevant to the incident itself: eg lost learning time is made up or if a behaviour takes place during break the consequence is likely to take place during break.

More serious incidents are referred immediately to the Headteacher. These include the following: *Persistent disruption, bullying, racist incident, threatening behaviour, violence/aggression to others, fighting and swearing.*

On occasions, children may struggle to demonstrate consistently good behaviour over a period of time. A range of strategies will be considered if this situation occurs and will be age dependent.

These strategies may include:

- Additional key worker/pastoral support
- Missing break time and lunch time play
- Work sent home for completion
- Planned/Systematic use of time out to support emotional regulation
- Regular communication with home
- Use of individual behaviour plans
- Structured breaks
- Use of interventions such as Mighty Minds or Zones of Regulation.
- Internal Exclusion: Remaining out of class to ensure there is no further disruption to learning.
- Positive handling plans
- Referrals to outside agencies
- Assessment systems such as Boxall profiles used
- Use of behaviour logs
- Positive Handling Plans

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. If a child is identified as having a special education need we implement the assess, plan, do, review cycle reflected in our SEND policy and put in place additional support where required.

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

When a child is judged to be struggling with their behaviour the school will consider alternative approaches to behaviour management such as:

- Meetings for pastoral 1 to 1 support
- Use of teaching assistants to support in classrooms
- Short term behaviour report cards
- Long term behaviour plans
- Individualised reward systems

- SEMH/behaviour interventions
- Cause for Concern intervention to consider SEND
- Multi-agency assessment

Behaviour incidents are recorded on CPOMs and any incidents involving restraint are also recorded in the Numbered and Bound book.

8.5 Reasonable force

The school has trained all teaching staff and some support staff in de-escalation strategies and some staff in Team Teach and their techniques. The philosophy of this is to de-escalate issues when they occur. When this is not possible, as a last resort restraint techniques may be used to try to prevent injury, pain and distress using the minimum amount of force, for the shortest amount of time. Team Teach techniques aim to reduce risk however some techniques may cause mild discomfort. This is not a failure of the technique but an occasional side effect of keeping people safe.

Reasonable force covers a range of interventions that involve physical contact with pupils. 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
- Damaging property
- Committing an offence

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 (CPOMS and the bound book) 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.

8.6 Confiscation and searches

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil:

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

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, designated safeguarding lead (or deputy) or class teacher 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.

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 consequence.

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 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, desks or lockers.

Outer clothing includes:

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

Searching pupils' possessions

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

- ◆ Desks
- ◆ Lockers
- ◆ 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

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 consequences 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.

8.7 Off-site misbehaviour

Consequences 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
- Consequences 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

Consequences 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).

8.8 Online misbehaviour

The school can issue behaviour consequences 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

Consequences 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

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

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 other leader identified by them 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 consequences, 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.

8.9 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:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

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

8.10 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 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 our child protection and safeguarding policy and procedures for allegations against staff, for more information on responding to allegations of abuse against staff or other pupils. Both documents can be found on our website. All staff receive these documents annually.

10.1 Removal from classrooms: Internal Suspension

The use of partner class/buddy class is part of our behaviour policy and is used in response to lower level behaviours when a warning has been given. This is usually for a short period of time and no longer than a lesson.

In response to more serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. This is usually carried out by a senior leader within school and will be recorded as an **Internal Exclusion** (see DFE guidance Internal Exclusion Guidance 2009)

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. The decision to make an internal exclusion must be made by the Headteacher or most senior member of staff in their absence.

An internal exclusion is given if the child needs to remain out of class beyond the end of one lesson. Periods of time out of class are categorised as an internal exclusion if a child remains out of class for more than one lesson, usually for a morning or afternoon session. On occasions an internal exclusion is agreed with parents/ carers following an incident, in order to avoid a suspension. This would be normally be for no more than one day/the following day.

The internal exclusion will take place with an adult in a separate working area: this could be in a shared area or pastoral room.

An internal exclusion is a discretionary measure, where a pupil's behavior is escalating and more serious measures need to be taken, but there are not yet grounds for a suspension. It can be used as an immediate but temporary provision allowing most pupils to keep learning without disruption. It is not a legal process. Any period of internal exclusion should be for the shortest time possible.

Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour. The intention of the support should be to help avoid their behaviour escalating to a point where a suspension is necessary (examples: group interventions, 1 to 1 support, behaviour chart to address specific behaviours causing a problem; home-school book; support from a member of the pastoral team etc).

If a decision to internally exclude is made the following takes place

- The internal exclusion is recorded on CPOMS and Arbor
- Parents/carers are notified that their child has been subject to an internal exclusion

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.

The Headteacher monitors internal exclusion data each half term, as well as for an individual child each time an internal exclusion agreed. Patterns of exclusions are noted and reviewed quickly when appropriate.

Removal is a serious consequence 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 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.

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

- Meetings for pastoral 1 to 1 support
- Use of teaching assistants to support in classrooms
- Short term behaviour report cards
- Long term behaviour plans
- Individualised reward systems
- SEMH/behaviour interventions
- 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 on CPOMs and Arbor

10.2 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school consequences and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our Trust wide Exclusions Policy for more information. This can be found on the school website.

11 RESPONDING TO MISBEHAVIOUR FROM PUPILS WITH SEND

11.1 Recognising the impact of SEND on behaviour

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

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. We work proactively with a range of agencies when further advice and guidance is required.

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 causing any substantial disadvantage to a disabled pupil 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.

We aim to anticipate and remove triggers of misbehaviour.

Our approach includes strategies below. This is not an exhaustive list:

- Adaptation of the behaviour policy: adjusting trigger points for warnings and consequences (eg 2-3 warnings given prior to moving to consequences,
- Use of extended take up time
- Visual timetables to chunk learning time for children with effective use of time out strategies.
- Adaptations in the classroom: work stations, adapted work, bespoke timetables and lesson content, quiet areas, independent boxes, Now and next approaches, range of communication strategies when appropriate etc
- Meetings for pastoral 1 to 1 support
- Use of teaching assistants to support in classrooms
- Short term behaviour report cards
- Long term behaviour plans
- Additional classroom support
- Individualised reward systems

SEMH/behaviour interventions

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- 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
- Risk assessment and positive handling plans, reviewed regularly.
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Pupil support units

11.2 Adapting consequences for pupils with SEND

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

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is 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 consequence the pupil for the behaviour.

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

11.3 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 to create the plan and review it on a regular basis.

11.4 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

12 SUPPORTING PUPILS FOLLOWING A CONSEQUENCE

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

This could include measures like:

- Reintegration meetings
- Time to reflect on behaviours
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

13 PUPIL TRANSITION

13.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

13.2 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 related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year. This will be through the Pupil Passports

14 TRAINING

Our staff are provided with regular training on managing behaviour, including training on:

- Our behaviour policy
- Roles of key staff in school
- De-escalation training
- Team Teach Training
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Zones of Regulation

Behaviour management also forms part of continuing professional development.

15 MONITORING ARRANGEMENTS

15.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom/internal exclusions
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the Headteacher, supported by the pastoral team where appropriate. Actions will then be put in place based on this.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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 it.

15.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher 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 presented to the Local School Board for comment.

16 LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies and documents:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Anti-Bullying Policy
- Attendance
- DfE guidance for mental health and behaviour
- SEND Policy and report
- Code of Conduct Equality policy

APPENDIX 1: WRITTEN STATEMENT OF BEHAVIOUR PRINCIPLES

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to 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, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and 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 Trust and Local School Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

APPENDIX 2: OUR APPROACH TO BULLYING

<p>How the school will prevent bullying</p>	<ul style="list-style-type: none"> • We will ensure that all stakeholders understand what bullying is and the types of bullying that exist. This will be built into our PSHE curriculum and addressed within Collective Worship. • Children will have an understanding of the Protected Characteristics and the different types of discrimination • School will engage with key events such as Anti-bullying week. • We will be consistent in our response to bullying. • Bullying incidents will be dealt with in a timely and robust way and all incidents will be recorded on CPOMs. • Data will be analysed half termly and patterns and trend identified. • When bullying occurs a robust response is taken so children know that bullying is not tolerated. The aim is always for children to be safe, to feel safe and to be supported to demonstrate safe behaviours to others. • <i>Bullying incidents are taken seriously at all times and school will always be aware that bullying can and does happen within school.</i>
<p>How pupils, parents and staff can report incidents of bullying</p>	<p>Pupils:</p> <ul style="list-style-type: none"> ✓ Telling teachers, teaching assistants, SLT members or other member of staff ✓ Through worry boxes within school <p>Parents/carers:</p> <ul style="list-style-type: none"> ✓ Contacting the class teacher in person, by phone or by class dojo ✓ Sending an email to enquiries@tas.dsat.education email. ✓ Speaking to SLT members at the school gate or sending a dojo message to Miss Drake <p>Staff:</p> <ul style="list-style-type: none"> ✓ Speaking to a member of SLT ✓ Recording on CPOMs and alerting SLT
<p>How the school investigates allegations of bullying</p>	<ul style="list-style-type: none"> ✓ When incidents of bullying occur the pupil's voice is prioritised, with the identified member of the team speaking to them individually. What has happened is explored as well as the child's feelings. ✓ School leaders will then speak to all children involved or as witnesses to the bullying and any members of staff who may have information. This is done sensitively. ✓ Analysis of any prior records on CPOMs which could be linked to the allegation ✓ Investigation depends on the individual situations and will be adapted to ensure every child is safe and protected.

How the school will react to bullying that occurs off school premises or online	<ul style="list-style-type: none"> ✓ This will be dealt with sensitively and in line with DFE guidance. The allegations will be investigated thoroughly and dealt with in line with the behaviour policy in terms of consequences and support.
How the school records, analyses and monitors incidents of bullying	<ul style="list-style-type: none"> ✓ All allegations or incidents are recorded on CPOMs ensuring all details linked to incidents (What/When/Where/Who). ✓ CPOMs is monitored regularly with half termly analysis taking place. When incidents of child on child abuse or unkindness are recorded staff/SLT look track back for previous incidents/patterns which could suggest a pattern of bullying behaviour.
Consequence procedures	<ul style="list-style-type: none"> ✓ Consequences will be inline with the schools tiered approach and are responsive to the severity and frequency of the incidents
How the school supports pupils who have been bullied, and those vulnerable to bullying	<ul style="list-style-type: none"> ✓ Support is given on an individual basis when appropriate: this may include 1 to 1 discussion time, use of interventions such as Zones of Regulation, Mighty Minds or structured social times. ✓ For some children regular check ins are made by members of SLT and discussions with parents/carers regarding support.
How the school trains staff and Local School Board in preventing and handling bullying	<ul style="list-style-type: none"> ✓ Annual training linked to Safeguarding and behaviour updates ✓ Support through mentoring of Early Careers Teachers ✓ Regular reporting of behaviour incidents and data to the Local School Board and the Trust.

APPENDIX 3: A TIERED APPROACH TO SUPPORTING WITH BEHAVIOUR

To embed our approach and meet the needs of all pupils, we have incorporated a tiered approach to the implementation of our behaviour policy. Our tiered approach sets out how we support children to make positive behaviour choices through incorporating a whole school, small group and individual approach. To ensure we meet the needs of all pupils we implement the assess, plan, do, review cycle reflected in our SEND policy and put in place additional support where required.

Our whole school approach includes:

- The whole school culture
- The consistent expectation that all members of the school community reflect our values
- The consistent use of recognition of positive behaviour choices
- The consistent use of the remind, warn and consequence as a recognition of negative behaviour choices
- The delivery of whole school collective worship to focus on embedding school values/expectations and an understanding of the protected characteristics and discrimination
- Daily reflection/prayer
- The whole school delivery of the PSHE curriculum
- Use of reflection and safe spaces in classrooms and/or shared areas

Where children are identified as needing additional support for their behaviour, we employ small group support to facilitate our approach. To develop the children's emotional understanding and social communication we deliver a number of small group interventions following consultation with the SENCO.

These include:

- Meet and greet sessions at the start of the day and reflection time at the end of the day.
- Mighty Minds
- Zones of regulation group work
- OPAL Play
- Woodland Workshop

The school acknowledges that a small minority of children may for whatever reason, lack the maturity or self-discipline to make the correct choices available to them in order to control their own behaviour. For these children the normal neither rewards or consequences may be sufficient to support them or protect other children from their actions. In these exceptional circumstances, the school will make every effort to avoid exclusion. It is vitally important that parents are informed and involved when behaviour targets are agreed, in order to establish the next steps and form a partnership of support. Where this is the case, children are provided with bespoke individual support following consultation with the SENCO.

This support may include:

- Collaborative solutions plans
- Behaviour reports
- Individual zones of regulation
- Individual one to one support
- Positive handling plans
- Referrals to outside agencies

- Assessment systems such as Boxall profiles are carried out
- Regular communication between home and school as well as daily feedback to the child regarding progress is essential. This can be achieved through the use of behaviour Logs or books, use of Class Dojo and informal discussions with parents.

Early Intervention

To gain a sense of belonging, staff will identify early signs of emotional dysregulation and use a range of strategies to de-escalate any potential negative behaviours.

These strategies may include:

Use of **PACE** approach

- playfulness
- acceptance
- curiosity
- empathy

Use of language to exemplify how we relate to each other through showing empathy (WINE)

- I wonder
- I imagine
- I have noticed

Remind children about expectations and warn about possible consequences if negative behaviour choices continue

- The use of humour and distraction
- Planned opportunities to access alternative activities
- Use sensory or movement breaks
- Consider a change of adult

To support children to develop strategies to regulate their emotions, Emmanuel staff will:

- Implement the zones of regulation
- Use a common language to label emotions using the zones of regulation
- Support children to develop a toolkit for regulating their emotions
- Provide calm responses
- Use safe spaces

To support the children to reflect on the impact of their behaviour choices, staff will:

- Consistently deploy the logical consequences relating to the child's behaviour choice
- Use restorative approaches with a shared vocabulary to help the children to reflect on their behaviour choice and the resulting consequences. When reflecting on a negative behaviour choice with a child, all staff will use the following questions:
 - Can you tell me what happened?
 - Can you tell me what were you thinking/feeling at the time?
 - Can you tell me who has been affected by this?
 - Can you tell me In which way?
 - Can you tell me what can be done make things right?
 - Follow up interventions

At the heart of our Behaviour Policy are the following principles:



- **Pupils:** *We all have a right to work, play and learn in a friendly, safe and helpful school. We are treated equally and are free from any form of discrimination. I am helped by all in school to take responsibility for my actions*
- **Staff:** *We all have a right to teach (and work) in a friendly, safe and satisfying school, which is supported by the local community. Keep the expectations high: we promote what we praise*
- **Parents/Carers:** *We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.*

We have 5 simple rules: Follow instructions, listen carefully, try hard, respect others and keep safe.

IMPLEMENTATION OF POLICY

We work with children to explore and understand the values and how they link to the five rules:



We expect and support all children to:

- ✓ Be kind, well behaved, disciplined and polite
- ✓ Show respect for all adults who work in or visit the school
- ✓ Show friendship, kindness, care and helpfulness towards others, especially those younger than themselves
- ✓ Accept people for what they are and treat everyone equally
- ✓ Work to the best of their ability and allow others to do the same
- ✓ Be responsible for their own behaviour and accept consequences if given
- ✓ Develop a sense of fair play and sportsmanship
- ✓ Take care of school and others' personal property
- ✓ Meet our school expectations and listen to teachers' advice
- ✓ Be willing to forgive others
- ✓ Be generous with their time and their support for others
- ✓ Be appreciative of their environment and care for it

We expect and support all adults to:

- ✓ To treat every member of the school community with unconditional positive regard
- ✓ To create a positive climate with realistic expectations
- ✓ To emphasise the importance of being valued and appreciated as an individual within the group
- ✓ To promote, through example, our school values
- ✓ To provide a caring and effective learning environment
- ✓ To encourage relationships based on kindness, respect and understanding of the needs of others
- ✓ To ensure fair treatment for all, regardless of age, gender, race, ability and disability
- ✓ To show appreciation of the efforts and contribution of all
- ✓ To enhance the sense of belonging to Totley All Saints in everyone

Staff use the word consequence with children rather than consequence and use the language of choice to ensure the discussions of behaviours shown are depersonalised.

Step 1 Positive Behaviour Shown

When Behaviour is good you can:

- ✓ **We promote what we praise!**: Give lots of praise: this can be public, verbal and non-verbal and should be specific
'Well done, you are walking really calmly in the corridor today', 'I like the way you ...', 'Well done, you are showing real respect and care' or 'Well done you are really working hard with your writing and being courageous in keeping going.'
- ✓ **Give a stamp or other reward (Star of the day, stickers, certificates)**- make this well-earned!

	<ul style="list-style-type: none"> ✓ Communicating praise to parents/carers via a phone call, Class Dojo or written correspondence
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	<ul style="list-style-type: none"> ✓ <i>Give a merit point: acknowledge the reason</i> ✓ <i>Send to Headteacher to share work or for them to praise the child.</i> ✓ <i>Nominate them for the Star Pupil Award for Celebration Assembly.</i>
Step 2 Negative Behaviour Shown	<p>Remind</p> <ul style="list-style-type: none"> • A quiet word to ask pupils to sort things out before a warning is required. • Children are reminded of the desired behaviour. • This should be discrete and non intrusive <p>(This should, in most cases, quickly lead to a child refocusing on learning).</p>
	<p>Warn</p> <p>If behaviour does not change quickly:</p> <ul style="list-style-type: none"> • Children are given a quiet/discrete warning that if they continue to choose the incorrect behaviour there will be a consequence. • Children are reminded of the desired behaviour. • Time out in the classroom (Reading area/separate table) will be considered in a supportive way to help a child settle/regulate. • If behaviour improves leave for 5-10 minutes and then acknowledge the good choice made • Staff supervising breaktimes can also use a warn that children be given time out and that they will need to stand with an adult for up to five minutes.
	<p>Consequence</p> <ul style="list-style-type: none"> • A consequence is given: up to 5 minutes to Buddy Class with child taking their class work. Staff take the opportunity to give words of encouragement to support a child in improving their behaviour despite the consequence given. • Buddy Class staff silently acknowledge the child and signal where to sit • If behaviour improves when they return leave for 5-10 minutes and acknowledge the good choice made • All children should be clear on the reason for the consequence.

Step 3	<p>Low Level Behaviour continues</p> <p>WARN</p> <p>– a further warning is given briefly reminding the child of the desired behaviour and stating that if they continue the behaviour then they will need to have a discussion with the teacher after the lesson.</p> <p>CONSEQUENCE</p> <p>If the behaviour continues two consequences can be used:</p> <ol style="list-style-type: none"> 1. Behaviour is not disrupting the class: child has a discussion with the teacher after the lesson about the unwanted behaviour, they complete work and the teacher informs the parents/carers. 2. If behaviour is disruptive time out is given in buddy class usually for up to 15 minutes: Teachers may feel it is helpful to give a few minutes of time out, either in the classroom or in another classroom. This is known as 'Buddy Class'. When entering their buddy class the child sits in an allocated space. The teacher acknowledges using a non-verbal signal. This time can help children to regulate their behaviour and they are expected to complete their work. The teacher informs the parents/carers. <p>Please note: Some children may struggle with this and time out of class may need to be given in a quieter location. This will depend on the need of the child and the Pupil Passport provision.</p> <p>A child reaching this point has the incident recorded on CPOMS</p>
Serious incidents or prolonged disruption to learning	<ul style="list-style-type: none"> - Member of SLT is called for - SLT member discretely asks the child to leave the classroom or playground - Regulation time is given - SLT member then discusses incident: A restorative/reflective conversation takes place - An appropriate action/consequence is decided upon/agreed <p>Serious incidents would include the following:</p> <ul style="list-style-type: none"> - <i>Persistent disruption, bullying, racist incident, threatening behaviour, violence/aggression to others, fighting and swearing. (See main policy)</i> - <i>Parents will be informed through a face to face meeting including the approach and how it was resolved.</i>

'We commit ourselves to providing an environment based on love and mutual respect where every child and every member of staff can thrive and is supported to achieve their unique and amazing potential as children of God'.

THE TASS COMMUNITY: GROWING AND LEARNING TOGETHER