Oxford Diocesan Schools Trust
St Mary's Convent
Denchworth Road, Wantage
Oxford, OX12 9AU
odst.governance@oxford.anglican.org
www.odst.org.uk

Behaviour Policy

Inc. Statement of Behaviour Principles & Anti-bullying

Northbourne CE Primary School

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1. Oxford Diocesan Schools Trust Behaviour Statement

This statement of behaviour principles applies to all schools of the Oxford Diocesan Schools Trust (ODST) as required by statutory guidance issued by the Department for Education.
Introduction

Positive behaviour in schools is paramount as this is central to a successful education. Consistent behaviour management helps to create and protect the positive relationships built within the whole school community. Schools should ensure high standards of behaviour that pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave.

ODST schools endeavour to manage behaviour well so they can provide calm, safe and supportive environments in which pupils want to attend and where they can learn and thrive. The Trust and its schools are committed to providing welcoming, calm, secure learning environments, where the culture is focused on the well-being of each member of our school community whilst also limiting disruption. We expect all members of our school communities to respect the feelings of others and to treat people with dignity.

Relationships underpin all that we do and we approach behaviour management from this viewpoint. We continually work to make, maintain and, when necessary, repair relationships and connections. The emphasis is on nurturing positive and respectful relationships so that conflict is less likely. In adopting this approach, we aim to develop a culture in which relationships are strengthened, and people demonstrate empathy, compassion and understanding towards one another. School will instil in pupils the importance of doing the right thing for the right reasons, which involves holding people to account in a meaningful and constructive way, agreeing clear boundaries within which to work and providing the right support and encouragement to reach agreed goals. It is about working ‘with’ people at every opportunity. Our schools aim to provide nurture and support alongside clear boundaries and expectations of behaviour. The Trust and its schools recognise that pupils’ behaviour is a form of communication and that all work hard to respond appropriately. Adults in school are trained to recognise these needs and feelings being expressed and to help pupils to understand and regulate their own behaviours.

Vision

At the heart of our vision is our belief in educational excellence. We believe we are called to serve our pupils, staff, parents and their local community by providing schools with the highest levels of academic rigour and pastoral care. Our schools are places where children and young people develop and thrive intellectually, socially, culturally and spiritually. Our vision, ethos and values underpin our positive behaviour ethos as we strive to support the diverse needs of all pupils.

We value every individual and understand that our sense of "community" and of belonging are vital to well-being. We strive to empower pupils to achieve, and to feel valued and supported. This is underpinned by embedding an inclusive, restorative and nurturing culture across the Trust and the building of positive, respectful and consistent relationships.

Aims

Schools within the Oxford Diocesan Schools Trust aim to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of ODST and the individual schools that form the wider ODST community
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management, based on a relational approach, that is applied equally to all pupils while at the same time reflecting the needs of individual children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Build a community that values kindness and empathy for others
- Provide guidance for school staff, parents and carers, members of the local governing body, and other stakeholders on how we support our pupils to self-regulate and manage their behaviour so that they are ready to learn

Rationale

At ODST, we recognise that wellbeing and behaviour are inextricably linked.

Child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and educational outcomes. If a child's sense of belonging and safety is high, then children have a better chance of reaching their full potential.

As a Trust we recognise that behaviour is a form of communication and we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations.

We recognise the link between understanding of the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care givers, we can offer the pupils the security and relationships needed to meet the individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, life-long learners.

Guided by restorative approaches, we will focus on relational connection and regulation first, putting relationships at the heart of our approach, in order to create and foster a safe and happy environment where all feel secure and respected.

ODST is committed to developing a Trauma and Mental Health Informed Approach to behaviour management. Schools do not operate a 'zero tolerance' or 'one size fits all' approach to behaviour that may be coming from distress. We have high expectations for the behaviour of all, and rigorous support is offered to those having difficulty meeting those expectations.

To ensure every child develops and maintains positive mental health and resilience, our aim is to:

- Support pupils to make sense of their experiences
- Find ways to manage emotions and feelings
- Create an environment of safety, connection and compassion
- Build a school network of strong, positive, supportive relationships through training
- Ensure that children maintain the capacity to learn, despite difficult events that may occur

2. Legislation, statutory requirements 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:

- 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

This policy complies with our funding agreement and articles of association.

3. Definitions

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 such as 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 (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting

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

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Statement of Intent
At Northbourne, we Nurture Excellence for all by having the courage to take on the challenges life presents; show compassion to those who need our help; and remember that almost anything can be achieved when a community works together.

We are committed to providing a happy and safe environment. Therefore, we recognise the seriousness of bullying behaviours and the impact they can have on children's well-being. So, we need to have the courage to speak out when someone experiences or observes bullying taking place; show compassion for those who may be experiencing it; and ensure that the school community works together so that all children can flourish 'with each person the dignity to live and learn without fear' (Flourishing for All: Anti-bullying Guidance for Church of England Schools. September 2024)

It is instinctive to call those who show bullying behaviours towards others, "bullies", and those who are targeted as "victims," but this may have unintended consequences. It can influence the way others see and treat them. Once labelled, it is very difficult to lose that tag. Labels have a huge impact on an individual's self-esteem. When a person hears something about themselves often enough, they eventually start to believe it and act accordingly.

Instead of labelling, we should focus on the behaviour exhibited because it is the behaviour we don't like, not the person. That is, instead of calling someone a "bully," we refer to what they have done as showing bullying behaviours. Instead of calling someone a "victim," refer to them as "the one who has experienced bullying behaviours".

Unkind, mean or bullying behaviours of any kind are unacceptable and will not be tolerated in our school. We take all incidents of reported bullying behaviours seriously.

At Northbourne Primary School, we acknowledge that bullying behaviours happen from time to time. When bullying behaviours occur, everyone should be able to tell someone about them and know that incidents will be dealt with promptly and effectively. We actively encourage those who witness bullying behaviours to report them. The aim of this policy is to try to prevent and deal with bullying behaviours.

Behaviours can be one or some of the following:

- **Emotional**: e.g., unfriendly, excluding, tormenting, ridicule, humiliation, ignoring
- **Verbal**: e.g., name-calling, sarcasm, spreading rumours, threats, teasing, graffiti
- **Physical:** e.g., pushing, kicking, hitting, pinching, biting, spitting
- **Racial:** e.g., racial taunts, making fun of culture and religion
- **Sexual:** e.g., unwanted physical contact or sexually abusive or sexist comments
- **Homophobic:** because of/or focusing on the issue of sexuality
- **Online/cyber**: e.g., offensive text messages, emails and websites
- **Discriminatory**: comments, gestures or actions related to being different

Bullying outside of school
Bullying behaviours can take place on the way to and from school, before or after school hours, at the weekends, during the holidays and in the wider community. Staff, parents/carers and pupils must be vigilant to bullying behaviours outside of school, including online/cyber bullying and report it in the same way that they would if they witnessed bullying behaviours in school. We will follow the same procedures (see 'Dealing with an Incident') when it becomes apparent that bullying behaviours that have taken place outside of school are affecting members of our community. Bullying behaviours will not be tolerated, whether they take place inside or outside of school.

Roles in Bullying
We understand that there are different roles within bullying, some of which are intentional and unintentional:

- **Ring-Leader:** the person, who through their social power, can direct bullying behaviour
- **Assistant/Associates:** who actively join in the bullying behaviours
- **Reinforcer:** who give positive feedback to the person demonstrating bullying behaviours
- **Outsider/Bystander:** who stay back or stay silent and thereby appear to condone or collude
- **Defenders:** who try and intervene to stop the bullying or comfort children who experience it

Strategies for the prevention and reduction of bullying behaviours:
Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment, with the aim of reducing the opportunities for bullying behaviours to occur. These can include:

- Creating a positive environment with high expectations, with our school values as the foundations to our behaviour: courage, compassion, tolerance, thankfulness, honesty, love and forgiveness.
- RPHSE (Relationships, Personal, Health & Social Education) curriculum (Jigsaw) from Reception to Y6.
- Awareness raising through regular assemblies, including national Anti-Bullying Week
- Differences and diversity are celebrated across the school.
- Praise and rewards to reinforce good behaviour.
- Playground initiatives to minimise opportunities for bullying behaviours.
- Involving the whole school community in writing and reviewing this policy.
- Producing a 'child speak' version of the policy (see Appendix A).
- Restorative Approaches when bullying behaviours occur, either 1-2-1, small group or whole class, as appropriate to help children understand the emotional impact of bullying behaviours and lessen the likelihood of them being repeated.
- A confidential 'Worry' box where children can write and post their concerns and ideas.
- Regularly reinforcing the message for children to talk/tell an adult if they are unhappy.
- Setting up of a 'Circle of Friends' support network where a small group of children volunteer to help and support an individual experiencing difficulties.
- Undertaking annual questionnaires and surveys to monitor whether bullying behaviours are happening in the school, and the effectiveness of the Anti-Bullying policy and review accordingly.

Signs and Symptoms:
We recognise that the following may suggest that someone is experiencing bullying behaviours:

- disturbed sleep and/or bed-wetting
- head and stomach aches
- problems with concentration
- changes in behaviour and attitude
- school refusal
- being unkind to other children
- damaged or missing clothes / money / property
- asking for more money than usual or stealing money
- withdrawal or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it difficult articulating their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases, potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body - some may refuse to change for PE
- seems afraid to be alone and requires more adult interaction

This is not an exhaustive list and other signs and symptoms may present themselves. Also, these signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Dealing with an Incident:
All staff will respond confidentially, calmly and consistently to any allegations and incidents of bullying behaviours. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

If a parent thinks their child is experiencing bullying behaviours, or their child tells them they are, they should speak to the class teacher in the first instance. Most of the time, they are in the best position to give or find out the context of the situation. This should be done so in a calm and respectful manner, with an understanding that it may take a bit of time to unpick what has happened. We will strive to ensure it is addressed within 48 hours.

Understanding Context
Staff will try to ascertain what has happened by speaking to all those involved, ensuring everyone has an opportunity to have their say. Questions asked will include: Tell me what happened. Why do you think this might have happened? How are you feeling? Has this happened before? What would you like/need to happen now? Is there anything else you want/need to tell me?

Finding a Resolution
Once the adult has got a clear picture of what happened, they will try to find a resolution by speaking to those involved individually or collectively. Staff will attempt to adopt a problem-solving approach, which will move children on from the incident. They will explain that they have listened to everyone, summarise what has happened, check for accuracy/agreement and outline the appropriate actions and consequences (see below) they believe are needed and what they need to happen to end bullying behaviours or threats of bullying. Staff will reinforce to those involved that their behaviours are unacceptable.

We will try to resolve an incident within 48-working-day-hours and will aim to have updated those involved (parents and children) within this time. However, there may be times when longer is needed due to the nature of a specific incident.

Actions and Consequences
We aim to be fair and consistent in how we manage unkind, mean, and bullying behaviours. Generally, we take a three-step approach to our actions and consequence, always looking to ensure there is an element of support for those affected, re-education of behaviours that are acceptable and those that are not and consequences for poor choices.

Level 1: Reset Time. Loss of playtime privilege.

Level 2: Parents spoken to by teacher: phone call, beginning/end of school or meeting.
Reflection Sheet (Appendix B) /Thinking Time with an adult.
Behaviour Plan, with a home and school agreement.

Level 3: On Report: Daily record of behaviour and report to the Phase Leader every day.
Not allowed to do school fun activities, visits, clubs and events.
Teaching and learning programme to improve behaviours.
Sent home for bullying behaviours (exclusion). Contract with parents.

Note: These three-levels are a guide, rather than a rigid, prescriptive sequence of actions. There may be times when staff will need to use their professional judgement and take a blended approach to these consequences. There may also be times when staff knowledge of an individual's needs, requires a different course of actions due to their or the child and/or their family's needs.

Reporting
1. If it is a child who reported the bullying behaviours, they will have been part of the resolution process, so will know the outcome of the resolution.
2. If it is a parent who has reported the bullying behaviours, a member of staff will feedback (to parents of those involved) on the 'context' & 'resolution', including explanations of resolution actions.
3. Behaviours deemed to be bullying will be recorded online, on our Safeguarding record system, CPOMS
4. If appropriate, all staff will be made aware (via internal communication systems) of the incident and be asked to monitor the interactions and behaviours of individuals or groups.
5. Incidents where serious bullying behaviours have been found to have taken place will be reported to the safeguarding governor by the headteacher in their termly written or verbal report.
6. If necessary and appropriate, the Lead Safeguarding member of staff in school, Social Services or police will be consulted.

Reviewing
After an appropriate period of time, a member of staff will check in with the child and/or parent to ascertain how they are now feeling and if there has been a recurrence of the bullying behaviours. This review will be noted on CPOMS.

Appealing
If the child or parent is not happy with the outcome of the resolution and/or the bullying behaviours persist, they should arrange to meet with the headteacher. If satisfactory resolution cannot be found this way, the parent may wish to consider following the school's Complaints Policy.

5. Roles and responsibilities

5.1 The local governing body (LGB)

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

5.2 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 poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions 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 to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- 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 the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Challenging pupils to meet the school's expectations

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

5.4 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, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

5.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines (see section 6)
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

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

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

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

Extra support and induction will be provided for pupils who are new to the school.

6. School behaviour ethos

We will **Nurture Excellence** though our commitment to providing a happy and safe environment so they can flourish in their learning and play. We recognise that all behaviour is a form of communication and the importance of understanding where it is coming from to be able to help and address it. We will all show **courage** to speak up and speak out if we see behaviours that are harmful to others; show **compassion** to those who are hurt and work together as a **community** through teaching, learning and restorative practices so that everyone feels happy and safe in school. Our **school rules** of **Be Kind, Be Safe and Be Your Best,** help us to achieve our values.

All behaviour is a form of communication. Where behaviour is not acceptable, it is the role of school staff to try to understand why children respond in the way that they do, help them understand their responses, and help them to make positive choices in response to the situations in which they find themselves going forward.

We aim to:

- Promote & maintain high standards of behaviour to ensure a calm & happy community
- Be clear in our behaviour expectations, distinguishing right from wrong
- Be consistent in our approach to managing good and poor behaviour
- Nurture children's self-discipline so they can manage & accept responsibility for their actions
- Encourage an intrinsic desire to 'do the right thing' rather in return for a reward
- Support those who find managing their behaviour difficult
- See parents as valued partners with the school in supporting their children's behaviour.

To do this, **we encourage** the children to:

- Understand that their behaviour has an impact on themselves and others.
- Learn about self-regulation, tolerance and respect.
- Know they are valued and nurtured as individuals.
- Feel safe because bullying, discrimination and harassment are not accepted.
- Be self-aware, resilient and healthy children.

Respect and Good Manners

We expect everyone to respect each other. This means treating each other as they would like to be treated themselves. An individual may not like what another person believes, says or does but we must all show tolerance and understanding and act accordingly. We expect all members of the community to be polite manners. This includes:

- Using an appropriate volume and tone of voice
- Using, 'Please', 'Thank you' and 'Excuse me'
- Waiting your turn to speak
- Asking to borrow something rather than taking it
- Stepping aside if someone is walking towards you
- Holding the door open for another person

6.1 Mobile phones

Outline your approach to pupils using their mobile phones during the school day here, in line with DfE's the mobile phone and behaviour guidance.

- Pupils are allowed to have mobile phones with them on their journey to and from school. These are handed in on arrival and returned at the end of the day.
- Exceptions to the rules may be permitted, e.g. for medical or personal reasons

7. Responding to behaviour

7.1 Classroom management

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

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

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

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 from the school's website.

7.3 Responding to positive conduct and good behaviour

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

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

Positive behaviour will be rewarded with:

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

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

'Catching the children being good' helps develop self-esteem and confidence and reinforces positive behaviour.

Daily Good Practice
This can be delivered in a variety of ways with minimal effort but often maximum impact; eye contact and a smile, thumbs up, a nod and a wink, personal private and/or public praise, a congratulatory pat on the back or even a joyful jig of enthusiasm from the adult!

Positive Verbal Praise
This is the simplest and most effective strategy for reinforcing the behaviour you want to see. It needs to be personal and sincere, specific and acknowledges effort (not just outcome).

House Point Tokens
All the children are in 'House' groups and try to earn house point tokens for themselves and their team. At the end of each week the House with the most points is acknowledged and at the end each 'seasonal term' there is an award for the House with the most points.

Class Teacher Discretionary Approaches
Teachers consider different contexts classes and needs of a few individuals so may use some other strategies that offer an additional incentive or reward for good work and behaviours. Care is taken not to undermine the overall school approach to behaviour management so that it does not undermine the clarity and consistency that is desired.

Discretionary approaches could be stickers, raffle tickets or giving groups/individuals special responsibilities. Children may then receive an award (or consequence) for their behaviour choices.

Headteachers Brilliant Box
Teachers may also take individual or groups of children to see the Headteacher to share something they have done exceptionally well. The Headteacher may award them with a special sticker, certificate or item from The Brilliant Box.

Friday Achievement Assembly
Children who have performed particularly well during the week, for following the school values or rules, will receive a certificate in front of the whole school. This assembly time is also used to recognise other outstanding achievements from the week, in performance, sport, art and music.

7.4 Responding to misbehaviour

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

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

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

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. We recognise that there are different types of behaviour that require different responses:

Unkind Behaviours
- Calmly answering back
- Calling out & continued interruptions
- Refusal to follow instructions.
- Mimicking, name calling & lying.
- Deliberately distracting others learning.
- Throwing small items of equipment
- Pushing, pulling & barging

Extreme Behaviours

- Aggressively answering back
- Pinching, hitting & kicking
- Scratching, hair pulling, biting & spitting
- Leaving the classroom or premises without permission
- Damaging property & throwing furniture/equipment
- Stealing
- Racial and prejudicial behaviours

Any response to inappropriate behaviour is proportionate to what has happened and managed in a calm and considered manner. We are always mindful of the age and stage of the child and any other 'external' factors that may be impacting on a child's ability to make the right choices of behaviour. Therefore, it is important that there is a graduated response to the level of behaviour and its persistence.

Low level de-escalation strategies

- Planned ignore, circulating round the room, 'The Look', head shake.
- Proximity praise, distraction and diversion, say what you want, giving choices
- Take up time after you have given an expectation reminder or command.

Medium level de-escalation strategies

- Presenting 'choices and consequences' or 'When you have done…then you can…'
- Partial agreement, 'Maybe you are right, but I need you to…'
- 1st and 2nd rule reminders
- Reset Time

High level de-escalation strategies

- Change of face (change the adult managing the situation)
- Time out with a member of the Senior Leadership Team

Behaviour starts to change when:

- The adults want the child to succeed and expect them to do so.
- The adults have empathy for and understanding of the child.
- There is a positive relationship between the adult and child.
- There is Quality First Teaching from the staff.
- The child is taught and shown what is expected and why it is expected.
- The adults are firm and fair.
- Adults are role models with their own behaviour.
- The adults communicate with each other (in school/with home)
- Adults praise outweighs consequence.
- The child wants to get better.
- When everyone is consistent

Restorative Conversations

The aim of all our consequences is that the child will understand what went wrong and why and avoid doing the same thing again. One of the most effective ways of doing this is through restorative conversations. This is '**an approach to inappropriate behaviour which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.'** (Wright, 1999).

- We will use restorative conversations to develop children's ability to reflect and explore:
- What happened?
- What were you thinking at the time?

- What have your thoughts been since?
- How do you feel about what has happened?
- Who has been affected by what has happened? In what way?
- What needs to happen to put things right?
- Is there anything else you would like to say at this time?

This can be carries out 'in the moment' or in a more 'formal setting' with the senior leadership team/and parents.

Breaktime Procedures

Break and lunchtime duty staff are responsible for ensuring high standards of conduct are maintained over break & lunchtimes. An emphasis is put on catching 'good' behaviour and intervening before misbehaviour occurs. Part of the duty is to positively engage, support & encourage the children in their play.

Children are encouraged to approach a member of duty staff when they have a problem which they are unable to resolve. Depending on the severity of breaktime misbehaviour, one or more of the following actions are taken:

- Through discussion, the children are encouraged to resolve the problem. The adult serves as the referee ensuring turns are taken and that each party has an opportunity to put forward how he/she feels. If the children cannot resolve the conflict after a reasonable length of time, the adult makes a judgement and takes the appropriate action.

The member of staff must check that all the children have had a chance to **'have their say',** understand and accept the **decisions made** and agree that what has been said is **fair.** There may be times when a child does not agree with what is decided but the process in arriving at the 'adult decision (informed by the children's response) is carried out appropriately. At all times, staff remain calm, firm and fair and do not raise their voices.

Consequences

- A child is asked to have a short period of timeout close to the duty staff. This is for the remainder of the morning break-time or 10 minutes of the lunch time. The teacher is informed when they are collected at the end of lunchtime
- For more serious incidents, the 'duty staff' asks a 'responsible' child to fetch the class teacher of the pupil. The class teacher removes the pupil from the playground for the remainder of the day and undertakes appropriate work/consequences. It may be appropriate that they miss the following playtime and complete work that is supervised by the class teacher.
- Class teachers and 'duty staff' liaise closely each day. If lunchtime concerns need to be shared with parents, this will usually be undertaken by the child's class teacher.

Pupils with High Level Needs

A few children may need a bespoke approach to helping them make the right behaviour choices, such as a reward chart. Others may need a more formal 'Report Card' approach that involves reporting into a member of the Senior Leadership Team on a daily or weekly basis. Where appropriate, some children to be considered being placed on the Special Educational Needs register or external agencies becoming involved.

If these need to be put in place, it will be done in discussion and consultation with the SENCo and parent. It is important that parents are involved early on if poor behaviour choices are becoming persistent.

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.

Reporting unacceptable behaviours

These are reported on CPOMS, with clearly identifiable actions. It is the responsibility of the member of staff recording/reporting the incident to ensure that parents have been informed, if necessary. We follow ABC reporting on CPOMS, showing Antecedent, Behaviour and Consequence as well as explaining the possible reason for the behaviours:

Antecedent
What was going on before incident?
Location, activity, people, trigger?

Behaviour
Describe the behaviour/s that took place?

Consequence
What was the consequence?
What did you do?
How did the person react?

Incidents of racial or prejudice-based name-calling, physical violence, or which are ongoing and persistent and which may, therefore, need further investigation, as they may be classed as bullying, are also recorded on CPOMS, which is then used as the basis for statutory reporting of such incidents; as well as being recorded fully, these also need to be flagged up to a member of the Senior Leadership Team as soon as possible after the event. Recording systems are analysed termly by members of the SLT. This allows any patterns or themes to be identified; ensures relevant incidents are reported to governors, the Local Authority and ODST; and ensures that any necessary changes and improvements to school systems can be made on an ongoing basis.

7.5 Reasonable force

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 and reported to parents/carers

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

7.6 Positive handling

School staff are provided with appropriate Team Teach Training, to enable them to assess the use of positive handling.

Sometimes it may be necessary for staff to use positive handling techniques. All actions taken should be informed by dynamic risk assessment and be in line with government guidelines on restraint and the use of reasonable force. The Trust advocates using Team Teach techniques and guidance. Team Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the child remains safe. School will produce and update appropriate risk assessments and have Individual Positive Handling plans in place for children who require regular handling. All individual plans will be shared with parents and carers.

All incidents of positive handling should be thoroughly recorded using the school's online system.

7.7 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. We will also take account of up-to-date advice from the police via www.npcc.police.uk

Offensive weapons
An offensive weapon is any article which is made, intended or adapted to cause injury. Offensive weapon can be broken down into two categories: a) Those that are made as an offensive weapon (e.g. knuckle-duster, dagger, gun) or adapted (e.g. broken bottle) for use for causing injury to the person; and b) Weapons not made or adapted as an offensive weapon (e.g. kitchen knife, spanner, hammer) but intended by the person having in possession of it to cause injury to another. See list in section 3.

It is illegal to:

- be in possession of a knife / bladed article on school premises
- be in possession of an offensive weapon without lawful authority or excuse in any public place
- threaten with a blade or sharply pointed article on school premises

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/carers, 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, 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 make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff 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 sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy), to try to determine why the pupil is refusing to comply.

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

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

The authorised member of staff may use a metal detector to assist with the search.

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 in:

- Drawers
- 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.

Searching pupils

In the event of a school requiring to search a child, headteachers will follow the advice and guidance issued in Searching, Screening and Confiscation (July 2022, or in the most recent updated guidance).

Informing the designated safeguarding lead (DSL)
The staff member who carried out the search should inform the DSL without delay:

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

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

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

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

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

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

7.7 Off-site misbehaviour

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

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

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

7.8 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.

7.9 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 member of the senior leadership 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.

7.10 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.

7.11 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 and with reference to the allegations against staff and volunteers 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 and with reference to the child protection and safeguarding 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 for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Suspension and permanent exclusion

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 sanctions and interventions.

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

Please refer to our suspensions and exclusions policy for more information available on the school's website.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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 take its legal duties into account when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using 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.

9.2 Adapting sanctions for pupils with SEND

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

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND
- The pupil has an unidentified SEND that may have impacted their behaviour

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. Please see the school's SEN policy and information report available on the school's website.

10. Supporting pupils following a sanction

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

This could include measures such as:

- Reintegration meetings
- Daily contact with a named person
- A report card with personalised behaviour goals

11. Pupil transition

11.1 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.

11.2 Preparing outgoing pupils for transition

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

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

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on our school's behaviour approach.

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be reported to the LGB and ODST safeguarding.

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 them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the EQSI committee of the Trust Board, the headteacher and the LGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved at school level by the LGB.

14. Links with other policies

This behaviour policy is linked to the following policies :

- Suspensions and exclusions policy
- Child protection and safeguarding policy
- Dealing with allegations against staff, volunteers and professionals from other agencies
- Acceptable use of ICT policy
- Online safety policy