

BEHAVIOUR POLICY

Reviewed: January 2026



INTRODUCTION

St Andrew's School is a place where everyone is valued, cared about and kept safe. This policy supports the Department for Education's 'Behaviour in schools' publication 2022 by "ensuring that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos and values" and that "pupils learn in a calm, orderly, safe and supportive environment and protect them from disruption". As a result, we are committed to creating an environment where exemplary behaviour is at the heart of learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

At St Andrew's school we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. As a nurturing school, our Nurture UK approach ensures that the development of positive social, emotional and learning behaviours is at the heart of our behaviour policy. We understand that behaviour is a form of communication and is one of the six principles of Nurture. We are committed to the emotional and mental well-being of our staff, pupils and parents/carers. We use our understanding of social and emotional development and learning as part of our approaches to all learning and in our response to behaviour.

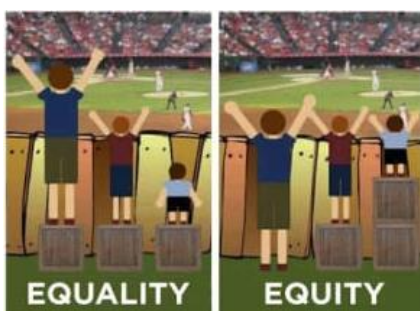


Our nurturing culture embraces a relationship-based approach to learning. A nurturing approach promotes putting relationships first: we focus on building positive and caring relationships between pupils and staff, pupils with their peers and between school and parents/carers. It is acknowledged that members of the school community may have different parenting experiences and views on behaviour but we aspire to having some key principles that reflect our school ethos and that everybody upholds.

Our behaviour policy is linked our three core Christian values of compassion, courage and trust. Compassion through love is the foundation that all our Christian ethos is built upon – it lies at the root of all other values and is love in action. It means that we show respect, goodwill, affection, kindness and concern for one another. This translates in how we promote an ethos of care and concern which embraces all members of the school community and beyond – it is at the heart of what we do. It is also lived out daily in one of our four School rules – "be caring".

We recognise the importance of building courage and resilience in our children to carry on when things get tough; courage to take calculated risks in their learning and to know that mistakes can help us learn in a deeper way. Our behaviour policy supports having the courage to learn from mistakes when we haven't followed the school rules; the courage to do things differently; be responsible for our own actions and to say sorry.

Trust is integral to our behaviour policy and is built upon through reconciliation and forgiveness and children learning to disagree well. Even when weathering the storm, we trust that things can be repaired. Restorative conversations support this process and pupils are trusted to follow our four school rules of be safe, be respectful, be caring and be focussed.



We are a community with a commitment to tolerance and inclusion. We recognise that being "fair" is not about everyone getting the same (equality) but about everyone getting what they need (equity).

AIMS

St Andrew's nurtures all children with unconditional respect and has high expectations for both adults' and pupils' learning and social behaviours. We pride ourselves on excellent relationships and a high level of care for everyone. Our approach aims to be attachment aware so we aim to "connect before we correct."

The aims of the Behaviour policy:

- to aspire to excellent behaviour being a minimum expectation for all to create a culture of exceptionally good behaviour: for learning, for community and for life
- In line with the Nurture principle that children's learning is understood developmentally, we recognise that for some of our pupils following our behaviour expectations are beyond their existing developmental level and support them accordingly with reasonable adjustments
- to be a safe and calm environment
- to model and teach a wholistic behaviour curriculum through our fidelity to following Nurture Principles, our PSHE curriculum and explicit teaching and responding to the zones of regulation
- to develop in all children their ability to listen to others; cooperate and to appreciate other ways of thinking and behaving
- ensure that all learners are treated fairly, shown respect and promote good relationships
- children will know that whilst we may not always approve of their behaviour, we will always approve of the pupil
- to support every pupil to understand that they have a right to feel safe, valued and respected
- help learners take control over their behaviour and become self-disciplined; be responsible for their actions /consequences thus developing compassion for others
- build a community which values kindness, care, good humour, good temper and empathy for others
- help children know the difference between right and wrong thereby encouraging an increased awareness of justice
- encourage a culture of forgiveness
- create a positive environment to enable learning to take place successfully
- to be able to understand, regulate and manage emotions, to apply thinking between feeling (sensation and emotion) and action, and to increasingly show empathy and understanding to others

All staff will aim to:

- demonstrate relentless kindness, consistency and clarity
- advocate an "authoritative" vs "authoritarian" approach where adults are 'in control' vs 'controlling'
- use a visible recognition system throughout every lesson
- model and build positive behaviours and relationships
- meet and greet pupils every morning and after lunchtime including pupils arriving late or returning from a consequence
- use emotion coaching frameworks for de-escalating situations
- plan lessons that engage, challenge and meet the needs of all learners
- be calm and give 'take up time' when going through the steps. Prevent before consequences ("consequences")
- follow up every time, retain ownership and engage in reflective dialogue with learners
- never ignore or walk past learners who are making the wrong choices

Over and above recognition through:

- public recognition at weekly celebration assembly
- fortnightly "Top table" invitation only lunch or VIP Monday with the Headteacher
- recognition boards and Wall of Fame
- share successes with another adult through the use of positive conversations (Recognition by SLT, fortnightly newsletter, email home)

Support beyond the classroom:

- early intervention for addressing active and passive behaviours through individual pupil or group support for SEMH needs in our Nurture UK run interventions within The Nest and Haven
- referral to Senior Leadership Team (SLT)
- Pastoral Support Plan (PSP) involving parents and professionals

Alternatives to Fixed term suspension:

- Use of formally recorded internal suspension and reparative consequences at break and lunch or during class time

In line with Nurture principle of the importance of transitions we have whole school consistency in practice through :

- **consistent expectations** through simple school rules promoting appropriate behaviour

Our school rules are:

- be focussed
- be respectful
- be caring
- be safe



- **consistent language** supporting the Nurture principle of language where response referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour
- **consistent follow up:** ensuring 'certainty' at the classroom, outside of the classroom and at senior leadership level. Never passing problems up the line, teachers and support staff taking responsibility for behaviour interventions, seeking support but never delegating
- **consistent positive reinforcement:** routine procedures for reinforcing, encouraging and celebrating appropriate behaviour
- **consistent consequences:** defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- **consistent respect** from the adults
- **consistent models of emotional control:** emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners
- **consistently reinforced rituals and routines for behaviour:** i.e quality learning, quality audiences, quality lines and quality conversations
- **consistent environment:** consistent visual messages and references to core church values, positive images of learners and learning

Pastoral Lead

Our Pastoral Lead is not expected to respond and support with behaviour referrals in isolation. Rather they are to stand alongside colleagues to guide, model and show a united consistency to the learners.

The Pastoral Lead will aim to:

- Meet and greet learners at the beginning of the day at the school gate
- Be a visible presence in the school to encourage appropriate behaviour
- Support staff in returning learners to learning by sitting in on reparation meetings (restorative conversations) and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Encourage use of positive conversations

Senior leaders

Senior Leaders are not expected to respond and support with behaviour referrals in isolation. Rather they are to stand alongside colleagues to guide, model and show a united consistency to our pupils.

Senior leaders will aim to:

- Be a visible presence and take time to welcome pupils and their families at the start of school day
- Celebrate staff, leaders and pupils whose effort goes above and beyond expectations
- Regularly share good practice
- Support all staff in managing pupils with more complex behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision of pupils who require additional support for their behaviour

Parents/carers will aim to:

- Work alongside school putting positive relationships first so that their children perceive a strong and supportive approach by home and school
- Use consistently positive language towards staff (without inappropriate use of swearing, threatening language, malicious gossip using social media)
- Use consistently appropriate physical behaviour

Recognition and rewards for effort

We recognise and reward pupils who go 'over and above' our expected standards. At St Andrew's our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.'

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

Managing and modifying behaviour

Engagement with learning is always the primary aim. For the vast majority of our pupils a gentle reminder or a "nudge" in the right direction is all that is needed. We endeavour to praise and shine a light on the behaviour we want to see.

We aim to have consistent procedures and stepped consequences when managing and modifying misbehaviour. Classroom teachers take full responsibility for the follow up stages to misbehaviour without delegating. All pupils must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption. Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

1) The redirection

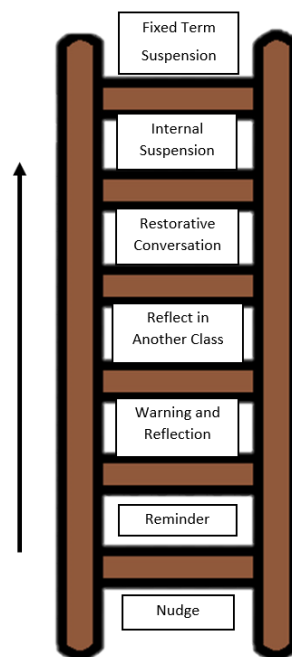
Gentle encouragement or a "nudge" in the right direction

2) The reminder

A reminder of the expectations for learners delivered to the pupil. The teacher makes them aware of their behaviour. The pupil has a *choice** to do the right thing.

3) The warning

A clear verbal caution delivered privately to the pupil making them aware of their behaviour and clearly outlining the consequences if they continue. The pupil has a *choice** to do the right thing.



Pupils will be reminded of their previous good conduct to remind them that they can make good choices.

30 second intervention:

- Gentle approach, personal, non-threatening, side on, eye level or lower using VRFs
- State the behaviour that was observed and which rule/expectation/routine it breaks
- Tell the pupil what the consequences of their action is. Refer to previous good behaviour/ learning as a model for the desired behaviour
- Walk away from the pupil; allowing them time to decide what to do next. If there are comments, as you walk away write them down and follow up later

We aim to resist endless discussions around behaviour and instead spend our energy returning pupils to their learning.

4) Pause for thought in the classroom

- The pupil is asked to speak to the teacher away from others
- Boundaries are reset
- Pupil is asked to reflect on their next step. Again, they are reminded of their previous good conduct/attitude/learning
- Pupil is given a final opportunity to re-engage with the learning / follow instructions

If the step above is unsuccessful or if a pupil refuses to go take a pause for thought, then the pupil will be asked to leave the room. Staff will always deliver consequences calmly and with care.

5a) Internal referral

At this point the pupil will be referred internally to another class for a set period of the lesson. All internal referrals must be recorded on CPOMS and the learning missed must be completed. Children are given a card that states which school rule they haven't followed so that the receiving teacher knows the context of the behaviour. If the child refuses to leave the room and have time out in another class, a "red card" will be taken by another child which will signal to the Pastoral Lead or a member of SLT. At this stage families will be informed.

5b) Restore

Restorative conversations at St Andrew's are a core part of repairing damage to trust between staff and pupils. Our restorative conversations are structured in 5 steps:

- What happened?
- What were you thinking ...what have you thought since?
- Who has been affected?
- What could we do to put this right?
- How can we do this differently in the future?

The conversation should finish with reaffirming our commitment to building a trusting relationship and a fresh start.

For some pupils, repairing the rupture will be carried out through an activity/game that is a known calming tool for the child with our Pastoral leader.

The conversation will follow the same headings as the reparative conversation sheet but will be delivered at the appropriate level for these children.

Teaching staff in the first instance, will take responsibility for leading restorative conversations and our Pastoral Lead may support if requested during breaktimes/ lunchtimes. Pupils may have their behaviour discretely monitored by teachers to show progress towards agreed targets. If the learner does not respond appropriately or the reconciliation is unsuccessful, the teacher should call on support from SLT who will support the reparation process. The restorative paperwork will be uploaded onto CPOMS.

6) Partnership stage (Pastoral Support Plan)

The partnership stage will be implemented where there is a major cause for concern. They may be placed on the Special Educational Needs register for their behaviour. If a child is at risk of suspension or permanent exclusion then they will be supported with a Pastoral Support Plan.

The pupil will be given time with our Pastoral Lead who, with support from the SENDCo, will:

- Support and if necessary facilitate the Reparation Meeting between a family member, the member of staff and learner or between pupils
- Develop an appropriate action plan with the pupil
- Monitor, review and mentor using the action plan
- Discuss both the consequences for the pupil, if not meeting the required action, and the positive outcomes for everyone if conduct improves
- If a pupil does not achieve the required change in conduct agreed within the action plan a meeting will be arranged with the Headteacher or Deputy Headteacher

All of these matters will be confirmed in writing and recorded.

The pupil throughout this stage remains the responsibility of the class teacher.

Clear breaches of the school rules will lead to a class teacher or, depending on the severity of the behaviour, a member of SLT informing parents/carers (phone call or letter) and an internal suspension for a fixed period of time will be agreed. Alternatively, if necessary a fixed term suspension or a permanent exclusion may be unavoidable (please refer to our exclusion policy).

Suspension and permanent exclusions

St Andrew's can use suspensions 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.

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parents and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

St Andrew's is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

We will not suspend or exclude pupils unlawfully by directing them off site, or not allowing pupils to attend school:

- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child

Use of reasonable force

St Andrew's policy is in line with guidance on KCSIE 2024. We do not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm. It could involve standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. Whilst we do not require parental consent to use Positive Handling on a pupil, we will always inform the parent(s) as soon as practicable after the incident where Positive Handling has been implemented. Please refer to our Positive Handling guidance for more detail.

Reasonable force covers a range of interventions that involve physical intervention with pupils. All members of staff have a duty to use reasonable force/ physical intervention, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of physical restraint must:

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

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

Named staff at St Andrew's are trained to use Team-Teach to support our pupils. They involve verbal de-escalation strategies and the use of positive handling where needed, to ensure adults and pupils are safe. All incidents of restraint are recorded in the Bound and Numbered Red Book and shared with parents.

Recognising the impact of SEND on behaviour

St Andrew's recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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

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

- Taking reasonable steps to avoid 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, St Andrew's will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Our approach to anticipating and removing triggers of misbehaviour may include examples such as:

- Use of our Nurture hub or 'nest' where pupils can regulate their emotions during a moment of sensory overload
- Support from our Pastoral leader
- 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

Adapting consequences for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, St Andrew's 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. For example, for some children, repairing the relationship will be carried out through an activity/game that is a known calming tool for the child.

St Andrew's SENDCo 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.

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

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

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

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).

Online misbehaviour

St Andrew's will 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, St Andrew's 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 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 (Mrs F Martin) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

St Andrew's 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)

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, St Andrew's 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, St Andrew's 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.

St Andrew's will also consider the pastoral needs of staff and pupils accused of misconduct.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of physical intervention
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom via CPOMS
- 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 time there is a full governors' meeting whereby the Headteacher, Mrs F Martin, writes a report for governors. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By the 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.

Policy links:

- Exclusion Policy
- PSHE Curriculum Guidance
- Child on Child (anti bullying) Policy
- Valuing All God’s Children (Guidance For Church of England Schools on challenging homophobic, biphobic and transphobic bullying)
- Child protection and Safeguarding Policy
- Appropriate Touch Guidance
- E- safety Policy
- Positive Handling Guidance

Practice and policy review process

Monitoring this policy

This behaviour policy will be reviewed by St Andrew’s governing board and the headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

Headteacher signature:  Date: 30/01/2026


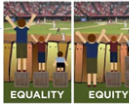
Chair of Governors signature:  Date: 30/01/2026

Review date: January 2028

Appendix 1

St Andrew’s C of E primary School Behaviour Blueprint

St Andrew’s C of E Primary School Behaviour Blueprint






<p>Our Core Christian Values:</p> <p>Courage To have courage to learn from mistakes, to do things differently, be responsible for our actions and say sorry</p> <p>Compassion Through caring, we show goodwill, kindness and concern for others</p> <p>Trust Trust that things can be repaired, to forgive, to disagree well and to tell the truth</p>		
<p>Our school rules:</p> <ul style="list-style-type: none"> • be focussed • be respectful • be caring • be safe 	<p>Visible consistencies:</p> <ul style="list-style-type: none"> • visual display of our rules • calm adult behaviours • expected behaviours praised 	<p>Over and above recognition:</p> <ul style="list-style-type: none"> • public recognition at weekly celebration assemblies , Top Table lunch and VIP Mondays • recognition boards and Wall of Fame
<p>Consistent everyday expectations:</p> <p>1. Quality audiences 2. Quality learning 3. Quality conversations 4. Quality lines</p>		
<p>Graduated approach:</p> <ul style="list-style-type: none"> • reminder of rules • support and opportunity to get it right using helpful microscripts/VRFs/ discussion of consequences • time out • internal referral (consequence: reflection, reparative meeting, restorative activity) • SLT involvement and/or parental involvement • Internal suspension, suspensions and permanent exclusion for extreme incidents 	<p>Helpful microscripts/VRFs:</p> <ul style="list-style-type: none"> • I’m wondering/imagining/guessing you feel... • I can see this is tricky for you . I will keep you safe. I will break it down into manageable chunks • The consequence of this will be... • Do you remember when you(positive behaviour) recently? That’s the behaviour we now need 	<p>Restorative questions:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking .. what have you thought since? • Who has been affected? • What could we do to put this right? • How can we do this differently in the future?

Appendix 2 "My restorative conversation"

S+ My restorative conversation

Staff Comment: _____

Name: _____ Class: _____ Date: _____

What happened? 
What were you thinking? What have you thought since? 
Who has been affected? 
What could you do to put it right? 
How can we do things differently next time?  <div style="text-align: right; margin-top: 10px;"> Child's signature: _____ </div>

× Acknowledgement slip:
 I have received my child's behaviour reflection sheet.

Child's name: _____ Parent/ carer's signature: _____

Appendix 3

Definitions:

Informal Internal Suspension:

When a child is removed from their classroom and peers for a fixed period of time. They would usually complete the suspension with a member of senior staff, our Pastoral leader or Thrive Practitioners.

Suspension:

Where a pupil is temporarily removed from the school. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

***Choice** - we recognise through our Thrive Approach that for some pupils their behaviour is not a choice due to their social and emotional development

Misbehaviour is defined as:

- Disruption in lessons and during break and lunchtimes
- Not following the class contract or school rules
- Poor attitude
- Refusing to complete school work
- Teasing /name calling

Serious misbehaviour is defined as:

- Repeated instances of breaching the school rules
- Swearing/ abusive/ threatening language
- Any form of child on child abuse (bullying)
- Homophobic/ racist remarks or discriminatory behaviour
- Sexual assault which is unwanted sexual behaviour that causes pain, fear, humiliation or intimidation
- Theft
- Physical assault against a pupil or adult
- Attempting to leave school and putting self at risk of harm
- Behaviour that puts others at risk of harm
- Wilfully damaging school property
- Possession of any prohibited items such as :
 - Lighter
 - Knives / weapons
 - Alcohol
 - Illegal drugs
 - Tobacco / cigarettes
 - Any inappropriate images

Child on Child abuse:

This is defined as repeated and intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Child on child abuse is behaviour that intentionally hurts another individual or group either physically or emotionally.

Child on Child abuse can take many forms (for instance; cyber-bullying via text messages, social media or gaming, which can include the use of images and video; physical or emotional) and is often motivated by prejudice against particular groups steered by a dislike for a person's:

- Race
- Religion
- Gender
- Sexual orientation
- Special educational needs or disabilities
- Where a child is adopted or in care
- Where a child has caring responsibilities
- Where a child has actual or perceived differences, (for example, physical or cultural differences)

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)

- sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence). Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos.
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- upskirting which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Appendix 4

Action resulting from misbehaviour

- Time out of class i.e Restorative conversation or internal exclusion
- Fixed term exclusion
- Parental meeting
- “Repair” actions
- Apologies –verbal or written

Appendix 5

Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school’s duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property
- 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

