



Relationship and Behaviour Policy

St Leonard's CE Primary School

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Document Author:	Chris Taylor, Headteacher
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'Providing good soil from which our FRUITS can grow' – based on Matthew, 13:8

Curious Minds. Kind Hearts. Big Dreams.

1. Purpose and Aims

Our aim is for children to take ownership of their own behaviour. In doing so they will learn to take responsibility for their own actions. Staff have worked closely together on the production and implementation of this policy. It is our aim through this policy to give all staff, children, parents, governors, visitors and partner agencies a shared sense of direction and to create a shared system for behaviour management in our school, with clear strategies, which promote respect and self-discipline through the development of our vision statement: 'Providing good soil from which our FRUITS can grow'.

We believe that good behaviour comes through a purposeful, enjoyable and well organised learning environment. Our behaviour policy supports learning and teaching. It is based on the right of everyone in school:

- To feel safe
- To feel respected
- To learn

In having these rights, we accept that we have a responsibility to ensure that everyone else in school also enjoys the same rights.

At St Leonard's C of E Primary School, we aim to:

- Maintain a happy, caring, calm and safe community in which effective learning can take place.
- Build and maintain strong, trusting and respectful relationships, throughout our school community.
- Create a school climate where all feel valued, that they belong and matter to our school community.
- Promote a high standard of behaviour throughout the school.
- Promote among children the ability to self-regulate their emotions and, through restorative approaches, repair harm and restore relationships.
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.

2. Legal and Policy Context

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008 - amended
- Equality Act 2010
- DfE (2026) 'Restrictive Interventions, including the use of reasonable force, in schools
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years' – updated in 2024
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2026) 'Keeping children safe in education 2026'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools' – updated 2023
- DfE (2026) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2026) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

3. Rules

Rules	<u>Calm</u> Calm Corridors Always Respectful Low Voices Manners Matter					
FRUITS	Faith	Relationships	Uniqueness	Intellect	Treating others with respect	Salvation
British Values	Democracy	Rule of Law	Tolerance	Individual Liberty		Mutual Respect

4. Teaching Behaviour

All staff understand the need for consistency in creating a successful learning environment. Rules must be followed throughout the school day, and the children know the rewards and sanctions that are in place. All children are treated fairly. We are inclusive and we recognise that this approach does not always work with children who have specific behaviour needs. For these children school implements an individualised system based upon advice from specialist agencies and is outlined in their one-page profile. Typical behaviour expectations are outlined in Appendix 2.

In our classrooms, we are consistent in strategies to encourage children to be independent in their thinking, responsible for their own learning and participate in each opportunity using co-operative learning strategies including:

A – Agree

B – Build

C – Challenge

and, 'Tracking the Speaker'.

Alongside teaching skills for good behaviour and behaviour for learning, staff will explicitly link behaviours to the core British Values. This will include modelling Mutual Respect and teaching the children the importance of the Rule of Law and Tolerance.

5. Recognition and Positive Reinforcement

The ethos of encouragement is central to the promotion of desirable behaviour in our school. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self-awareness and responsibility to self and others is valued, and are clearly defined in the procedures.

Rewards include:

- Verbal / non-verbal praise
- Eye contact and smiling!
- Special responsibilities
- Positive visit to other teachers (Head teacher, Deputy, Assistant Headteacher)
- Selected by class teacher for Celebration Certificate
- Celebrating good behaviour / success
- Stickers from Head teacher / Class teacher for good work or behaviour
- Positive meetings with parents
- Special certificates to mark special events such as sporting achievements
- Extended playtimes
- Positive phone calls to parents
- Dojo Points (See Appendix 4)

6. Responding to Behaviour

Underpinned by two core threads: ***Calm Consistency*** and ***Strong Relationships***

Three step approach:

Reminder → Choice → Restore

1. Reminder
 - i. Calm, private reminder of expected behaviour
 - ii. State behaviour we want to see rather than focusing on what is wrong
 - iii. Avoid confrontation
2. Choice
 - i. Clear choice and explain the consequence
 - ii. Calm tone, not argumentative
3. Restore
 - i. Apply agreed consequence
 - ii. Follow up with a Restorative Conversation (Appendix 3)

Underpinning Principles

- Calm, predictable adult responses
- Consistent routines and expectations
- Relentless positivity and noticing good behaviour
- Build relationships before behaviour problems occur
- Recognising that all behaviour is communication
- Separate the child from the behaviour – “That was a bad choice rather than *you* are a bad child”
- Restore relationships rather than hold grudges

Inclusion and Additional Needs

Reasonable adjustments will be made where appropriate, and behaviour will be considered alongside individual needs.

Stages of Behaviour – See Appendix 5

7. Consequences

Every time a child breaks a rule, staff should see it as an opportunity to teach them a social or emotional skill. We need to support the child to modify their own behaviour rather than punishing them for not following the rules. If we punish children for their actions they can not link their actions to the consequence. Therefore, all consequences should be natural or logical. They do not need to be severe to be effective. The key is consistency rather than severity. They must be applied uniformly and promptly.

Natural consequences

Sometimes there is a consequence that arises naturally out of a situation. A natural consequence is a negative outcome that results from a child's behaviour without intervention. Examples include:

- A child who refuses to wear their coat at break time will get cold
- A child who refuses to eat at lunch time will be hungry
- A child who is unkind to their friends, won't have anyone to play with them.

Logical consequences

These are similar to a natural consequence but implemented by the adult. Logical consequences are linked to the behaviour but are not punitive and are a learning opportunity to support children to overcome situations and learn from them. Examples include:

- If they can't use equipment safely, it is removed
- If they make a mess, they have to clean it up
- If a child refuses to complete work, they have to stay in at playtime to complete it
- If a child pushes in line, they will be sent to the back

8. The Restorative Approach

Restorative approaches are based on 'Fair Process' - engagement, explanation, expectation and clarity. People directly involved in the situation are the ones best placed to resolve a conflict.

Pupils are therefore encouraged and supported by all school staff to take responsibility for their actions and have to work out how to put things right.

During restorative conversations with pupils - we try to:

- actively listen and encourage the person to talk by asking open questions, supporting, summarising
- be empathetic (listen for thoughts, feelings, experiences, behaviours)
- use a 'solution' rather than a 'blame' approach
- have discussions in a suitable location, involving those who were involved
- be firm but fair
- be aware of our body language, tone and facial expressions.

The school adopts a Restorative Approach to questioning, each adult is given a prompt card to support restorative conversations:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- Who has been affected?
- How did this make them feel?
- What should we do to put things right?
- How can we do things differently in the future?

We believe that children should take responsibility for their own actions / behaviour. If children have behaved inappropriately they will have time to reflect on what they have done, how it has affected others and how it can be put right.

9. Detention

Whilst this school does not use a formal system of detention, in following through with the logical consequences pupils may well miss all or part of a playtime or lunchtime. Parental consent is not required in these circumstances but staff will act reasonably giving consideration for time to eat, drink and use the toilet. Detentions out of school hours will not be used.

10. Exclusion

It may be necessary to exclude a child from St Leonard's Primary School although we firmly believe that this should only be carried out if all other sanctions have failed. A child who may be in danger of being excluded will usually have been identified by the school and will most likely have their own one-page profile.

The decision to exclude is taken by the headteacher and this may be a suspension or an exclusion. The headteacher will take into account the circumstances, evidence available and the need to balance the best interests of the pupil against those of the whole school community. The following are examples of behaviour which will not be tolerated and warrant a possible exclusion:

- Extreme or violent abuse to a member of staff or another child
- Persistent disruptive behaviour that does not allow children to learn or teachers to teach.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision. Where a governing body upholds an exclusion parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any suspension of more than five consecutive school days.

Local authorities are under a duty to provide suitable full-time education from the sixth school day of an exclusion.

It is reasonable to expect that schools will endeavour to set and mark work for all suspended or excluded pupils during the first five days of any suspension or exclusion (although there is no legal duty to do so).

11. Criminal Law

It is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

If school staff feel that an offence may have been committed they may elect to seek assistance from the Police, but any reference to the Police should only be undertaken with the agreement of the headteacher.

12. Prevention of bullying

Bullying is unacceptable at St Leonard's Primary School and is taken very seriously by all members of staff. If we discover that an act of bullying or intimidation has taken place we will ensure swift action. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

In order to prevent bullying and deal with any incidents of bullying, we employ a range of strategies:

- Circle Time
- Assemblies linked to our school values
- PHSE curriculum
- Staff training
- Monitoring areas within the school building i.e. toilets, cloakrooms etc.
- Monitoring of playground by staff on duty and the SLT.

Relationships

We believe that by developing excellent relationships we are promoting a school environment where everyone is treated with respect and trust. Children are taught the difference between right and wrong. (Also see our Anti-Bullying Policy)

13. Child-on-Child abuse including sexualised abuse

Child-on-Child abuse is defined as abuse between children under 18 years of age. St Leonard's Primary School has a zero-tolerance approach to abuse, including child-on-child abuse. We will refer to the specific guidance in Keeping Children Safe in Education Part five: Child-on-child sexual harassment and sexual violence. All staff will be aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

Further details can be found in our Child Protection and Safeguarding Policy.

14. Behaviour outside the school premises

School has a statutory power to discipline pupils for misbehaving outside the school premises. This may include misbehaviour during a school event or educational visit, whilst travelling to and from school, whilst wearing the school uniform or whilst identifiable as a pupil at the school. Additionally, pupils may be disciplined for misbehaviour which may affect the orderly running of the school or its reputation, or which may pose a threat to another pupil or member of the public.

15. Use of Reasonable Force and Physical Intervention

Although every opportunity will be taken to deescalate a situation and support children to regulate their emotions and poses a risk to themselves or others. In such situations, a physical intervention may be necessary to ensure safety.

There are a number of staff at St Leonard's School who are team teach trained and certified to use positive handling techniques. Reasonable force may be used in the following situations:

- To physically separate pupils found fighting
- If a disruptive pupil refuses to leave a room when instructed to do so, they may be physically removed
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- To prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- To prevent a pupil from attacking a member of staff or another pupil
- Restrain a pupil at risk from harming themselves through physical outbursts
- To prevent pupils from hurting themselves or others
- To stop a pupil from damaging property

(See SEND policy and individual care plans)

Force is usually used either to control or restrain but never as a punishment.

Physical intervention must be recorded as a Physical Intervention log on CPOMS. This will be monitored by the inclusion team and SLT and a meeting will be held to discuss the intervention,

debrief and put in appropriate adjustments to provision. It is important that, at an appropriate point, the member of staff initiating the intervention meets with the young person to debrief, discuss the need for the intervention and, most importantly, restore the relationship. This intervention will also be communicated to parents/carers of the child involved.

School does not require consent to use reasonable force on a pupil.

Staff accused of misconduct are covered under the allegations policy. This includes pastoral support for staff and support for pupils through a multi-agency approach for those children who persistently display disruptive behaviour.

16. Pupil Support Systems

- Behaviour is monitored through the CPOM system in school. DSLs and school leaders monitor this and may highlight pupils who need further support with managing and regulating their behaviour
- Pupil Progress meeting highlight pupils that need further support / intervention for managing and regulating their behaviour or who made need SEND support, at which point a referral would be made to either the SENCO or the pastoral lead
- Pastoral / behavioural / social support is provided in school through the Pastoral Lead. Pupil needs are assessed and key targets are identified where appropriate
- Where appropriate the Early Help process will be initiated to access further support for the family and pupil e.g. through Early Help and Well Being service or medical services (paediatrician, CAHMS, Neurodevelopmental Pathway assessment)
- School accesses support for pupils from external agencies
- Where appropriate one page profiles are put in place to support the pupil
- Time is planned into the school year for class transitions so that pupils can become familiar with their next class teacher these may also include a transition plan being put in place for key pupils which involves meeting with the parents and carers
- Clear systems are in place to induct our pupil into EYFS this might include: home visits, stay and play sessions, induction afternoons and meetings, contact (sharing or information) with nursery providers
- School works closely with key members of staff from the local high schools to plan for a smooth transition

17. School Support Systems

As a fully inclusive school, we recognise that for some children additional or different action may be necessary as a result of a special educational need and/or disability. This is in accordance with the SEN code of practice.

We recognise that a child with social, emotional and mental health (SEMH) difficulties may require something additional or different in the same way that we would make curriculum adaptations for a child with learning needs.

Where this is the case, a child will be identified on our school SEN list. A one page profile will be established in consultation with the child and his/her parent. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to our Family Pastoral Lead and/or referral to an appropriate outside agency. It may also be appropriate to help other children in school understand what they can do to support this particular pupil.

Further information on the school's approach to inclusion is outlined in the SEND Policy.

Staff have access to many CPD opportunities throughout the school year. This includes Speech and Language Training, Inclusion Training and training in relation to Behaviour for Learning.

Further CPD needs may be identified through the appraisal process or linked to the School Improvement Plan.

School Approach to pastoral care for staff accused of misconduct:

The Governing Body should instruct the headteacher to draw on the advice: *Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors*

18. Roles and Responsibilities

Role of all staff

- Explicitly teach children how to behave in different situations around school and remind children of the expected behaviour before each situation- e.g. prior to assembly, before playtime.
- Meet and greet children and parents every morning.
- Provide clear and consistent routines and expected behaviours including during transitions.
- Make every effort to 'catch' children demonstrating our school values and praise and reward with this behaviour.
- Display our visual timetable at the top of the IWB using widget symbols, use as advised by ASC specialist.
- Lead every line during transitions e.g. from class to assembly/ from playtime back to the classroom.
- Provide a calm learning environment.

- Have whole class sensory breaks- energising after longer periods of stillness and calming after unstructured times of the day (e.g. low lighting, calming music and yoga as children come in from playtimes).
- Ensure children are quiet and engaged during all teaching input.
- Clearly display our school agreements (CALM) and refer to these often.
- Spend time getting to know children well.
- Have displays that create a sense of belonging to the classroom environment.
- Use a calm, confident tone of voice.
- Ensure positive open body language.
- Have predictable consistent responses using calm, positive language.
- Use simple, uncluttered language, further supported by visuals, objects or overt gesture if needed.
- Plan classroom environment in accordance with the sensory friendly classroom checklist.
- Have organised, structured lessons that are appropriately challenging yet achievable.
- Act as a role model for expected behaviours treating all members of the school community with respect.

The role of the headteacher and senior leadership team

- Meet and greet children and parents in the school playgrounds
- Be visible presence around the school particularly during transition times, lunchtimes and whole school events
- Celebrate members of the school community whose actions are above and beyond expectations
- Are responsible for the day-to-day management and implementation of the school's behaviour policy and procedures
- Regularly share good practice
- Support staff in managing learners with more complex needs
- Analyse behaviour data and reports including with respect to protected groups and use these to evaluate and review the impact of the policy
- Ensure that the policy and procedures are applied fairly and consistently
- Ensure that the concerns of pupils are listened to and appropriately addressed

The role of children in school

- Make every effort to follow our School values and expectations (CALM)
- Keep themselves and others safe.
- Be respectful of themselves and others.
- Understand that everyone makes mistakes.
- Use our mistakes as learning experiences, with support where needed.
- Use restorative approaches to repair harm and restore relationships.

The role of the Governing Body

The local governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school relationship policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Partnership with Parents

Parents sign the Home-School Agreement (Appendix 1). The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

- We explain the school rules in the school induction information and on the school website, and we expect parents and carers to read them and support them. We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home-school agreement.
- We try to build a supportive dialogue between the home and the school, and we inform parents and carers if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions, we expect parents and carers to support the actions of the school.
- If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should first contact the pastoral lead or the deputy or the assistant headteacher, and then the headteacher. If these discussions cannot resolve the problem, a formal complaint may then be implemented.

19. Recording, Monitoring and Review

All behaviours are logged on CPOMS with the appropriate action added.

The headteacher monitors the effectiveness of this policy on a regular basis. The headteacher reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The headteacher keeps a record of any child who is suspended for a fixed-term, or who is excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The governing body will pay particular attention to matters of racial equality; and ensure that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

20. Confiscation of inappropriate items

School staff are protected against liability for damage to, or loss of, any confiscated items provided they acted lawfully and reasonably.

An item which had been confiscated by a member of school staff must be kept in the school office until the end of the day when it will be returned to the parents (or in extreme cases the Police)

School staff have the power to search without consent for 'prohibited items', which include:

- Knives / weapons
- Alcohol
- Stolen items
- Illegal drugs
- Cigarettes/tobacco or cigarette papers and vaping equipment
- Pornographic images
- Any article used to or likely to be used in an offense or that could cause damage to property or personal injury
- Mobile phones
- Any item that has been banned by the school rules which has been identified in the rules as an item which may be searched for

School will NOT use force to search for these items.

Weapons, knives and extreme or child pornography must be handed to the Police. Otherwise it is the decision of the teacher when to return the confiscated item or whether to dispose of it.

21. Online Behaviour

A growing area of concern is children's online interactions beyond the school day. Staff take very seriously any behavioural issues related to online bullying or harassment. This could take the form of online live conversations, social networking chats, messaging, texting and/or the use of photos or images. If children or parents make staff aware of any such issues, they will follow these up appropriately. Under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication with the intent to cause distress or anxiety. The headteacher may seek further advice from outside agencies if required.

22. Linked Policies

This policy operates in conjunction with the following policies:

- Health and Safety
- Safeguarding
- Attendance
- Teaching and Learning
- Home-School Agreement
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

- Mobile Phone Policy
- School Values

Appendix 1 - Home-School Agreement

All parents are invited to sign a home-school agreement to cover the time your child is at St Leonard's Primary School, which encourages school and parents to work together for the benefit of the children. One copy is kept by school and one by parents.

St Leonard's Primary School aims to provide all its pupils with the highest possible quality of education in a safe, happy and positive environment.

The school will seek to provide a broad and balanced curriculum through which pupils will learn, develop and make good progress.

Home-School Agreement

1. Parents/Guardians

I will:

- see that my child attends school regularly, on time and properly equipped.
- let the school know about any concerns or problems which might affect my child's work or behaviour
- support the school's policies and guidelines for behaviour and discipline
- support my child in home learning activities
- attend parents' meetings and discussions about my child's progress
- get to know about my child's life at school

Signed _____ Parent(s)/Guardian(s) _____ (Date)

2. The school will:

- plan and provide a broad and balanced curriculum, including opportunities for home learning
- contact parents if there is a problem with attendance, punctuality or equipment
- let parents know about any concerns or problems that appear to affect their child's work or behaviour
- inform parents of their child's progress through parents' meetings and an annual written report
- keep parents regularly informed about school activities

Signed _____ (Headteacher) _____ (Date)

Appendix 2 - Typical Behaviour Expectations

<u>Classrooms</u>	<u>Playtimes</u>
Arrive ready to learn with the equipment they need.	Play safely and fairly.
Enter and leave the classroom calmly.	Follow the instructions of adults supervising the playground.
Listen when an adult or another child is speaking.	Include others and avoid deliberately excluding or upsetting children.
Follow instructions promptly.	Use appropriate language.
Put their hand up and wait their turn to speak where appropriate.	Keep hands and feet to themselves.
Allow others to learn without disruption.	Use playground equipment appropriately.
Complete work to the best of their ability.	Respect boundaries and designated areas.
Speak politely and respectfully to adults and other children.	Take turns and share equipment.
Keep hands, feet and objects to themselves.	Resolve minor disagreements appropriately, seeking adult help when necessary.
Respect classroom resources, displays and other people's work.	Tell an adult if they or another child is unsafe or requires help.
Move safely around the classroom.	Stop playing and respond promptly to the end-of-play signal.
Ask for help appropriately when they need it.	Return to class calmly and promptly.

Take responsibility for mistakes and make a positive attempt to put things right.	
<u>Lunchtimes</u> See 'Playtimes' and: Walk calmly into and around the dining hall. Use good manners and appropriate table behaviour. Speak at an appropriate volume. Remain seated while eating unless given permission to move. Respect other children's personal space and belongings. Eat their own food and not take food from others. Treat lunchtime staff with the same respect as all other members of staff. Clear away after themselves and leave the dining area tidy.	<u>Corridors</u> Walk calmly and safely. Keep to the appropriate side of corridors where required. Keep hands, feet and objects to themselves. Use quiet voices so that learning in other classrooms is not disrupted. Move directly to their destination. Follow adult instructions. Hold doors safely and considerately. Respect displays and other people's work. Remain with their class or designated group. Enter classrooms calmly and quietly.
<u>Assemblies</u> Enter and leave the assembly calmly and safely. Sit in their allocated place. Listen respectfully to the person leading the assembly. Remain quiet when listening or when silence is expected. Participate appropriately in songs, discussions and activities. Show respect for other children and adults. Follow instructions promptly. Leave the assembly in an orderly manner.	<u>Visits</u> Represent St Leonard's Primary School positively. Follow the instructions of school staff, venue staff and other responsible adults. Remain with their allocated group. Stay within agreed boundaries. Behave safely when travelling and at the destination. Show respect towards members of the public and other visitors. Treat buildings, facilities and property with care. Use appropriate language and behaviour. Demonstrate good manners. Follow the expectations of the venue or organisation being visited.
<u>Online</u> Children are expected to: Use technology safely and responsibly. Communicate respectfully online.	

Use appropriate language.

Follow school rules and adult instructions when using devices and online platforms.

Never deliberately send, share or post material intended to hurt, embarrass, threaten or upset another person.

Respect other people's privacy.

Never share another person's photographs, videos or personal information without appropriate permission.

Tell a trusted adult if they encounter something online that makes them feel uncomfortable or unsafe.

Understand that online behaviour can have consequences even when it takes place outside the school day where it affects members of the school community or school life.

Online bullying, harassment, threatening behaviour or inappropriate communication will be taken seriously and dealt with in accordance with the school's behaviour, safeguarding and anti-bullying procedures.

Appendix 3 - Restorative Script

- What happened?
- What were you thinking at the time?
- What have you thought since?
- Who has been affected?
- How did this make them feel?
- What should we do to put things right?
- How can we do things differently in the future?

Appendix 4 – Dojo Rewards

At every 20 Dojos (individual) – A HT sticker

At every 250 (as a class) – A class reward – party/non-uniform

Appendix 5 – Stages of Behaviour

Stage	Example Behaviour	Action
1	• Off task • Calling out • Not following instructions or CALM • Answering back/disrespectful comments	• Praise the good behaviour in class • Speak quietly to child involved • Reinforce the good behaviour
2	• Repeating behaviour in Stage 1 with no sign of improvement • Inappropriate physical contact • Offensive remarks to peers or staff • Bad language	• Reiterate expectations • Child moved to a separate area (but monitored by staff) • If incident happens outside the classroom, it must be reported to class teacher • If work is incomplete, work must be finished at the next break (no more than 10 minutes missed break) • Incident logged on CPOMS • Informal chat with parents • Restorative Conversation
3	• Verbal / physical aggression • Vandalism to school property which may result in injury to themselves or others • Stealing / damaging the property of others • Letting down the school in public	• Behaviour reported to SLT • Parents contacted by SLT and may be asked to pay • Incident logged on CPOMS • Restorative Conversation • Explore an Individual Behaviour Plan/Individual Risk Assessment

4	• Aggression which results in reasonable force to keep themselves and others safe • Behaviour which results in an injury/mark to another individual	• Behaviour reported to SLT • Escalation to DHT or HT • Parents contacted by DHT or HT • Incident logged on CPOMS • Restorative Conversation • Explore an Individual Behaviour Plan/Individual Risk Assessment • Exploration of suspension/exclusion • Re-integrating meeting
All behaviour will be treated on an individual basis. If a child is accessing additional support, this will be taken into account. Children will always be spoken to in a calm and predictable manner. Any Stage 4 behaviour which lead to exclusion will follow the steps outlined in Section 10 of the Relationship and Behaviour Policy.		