St. John's Church of England VA Primary School

Finding the light in ourselves and each other

Inspired by the Gospel according to John (chapter 8, verse 12)

An aspirational school that encourages every child regardless of their background to 'soar on wings like eagles' in their learning and personal development (Isaiah 40:31)

Pupil Behaviour Policy

(including Racial Harassment and Bullying)

Issued:	Summer 2025
Term:	1 Years
To Be Reviewed:	Summer 2026

A truly inclusive school that is built upon the values of
Hope - Joy - Love - Forgiveness - Faith - Goodness

The Purpose of this Policy

Our school vision is central to the personal development of all our children and at its core it encourages excellent behaviour for learning. Through our PSHE curriculum 'Keeping safe' (Jigsaw scheme) (including Relationships Education) the children are taught to be self-motivated and self-disciplined and learn to show respect for others. They are encouraged to be the best that they can be and to develop the confidence to use their talents and skills in a positive way and find the light in ourselves and each other.

Using the Zones of Regulation each child is encouraged to recognise their own feelings and emotions, developing strategies to self-regulate before reaching the more extreme emotions, to put them in the right place to learn and socialise with others.

We have three Golden Rules,

- Do Be Safe
- Do Be Responsible
- Do Aim High

These are embedded during daily collective worship and throughout the day, in class and on the playground.

We support all our families throughout their school journey and pride ourselves on excellent communication. We also recognise that some children may find it more difficult to follow rules and control their behaviour. As a staff we have all been trained in the Hertfordshire STEPs programme and have two trainers within our Leadership Team. All staff have a de-escalation script to use with the children and we have designed a clear set of positive consequences and educational and protective consequences to ensure continuity and consistency across the school.

This policy is in line with the ethos of our school where every member of the school community is valued and treated with respect. Racial harassment and bullying form part of this policy and this should be read in conjunction with our Remote Learning Policy, Guidance on Mobile Devices, as well as our Special Educational Needs Policy.

We ask all our parents/carers to read this policy and work with us to support the implementation and adherence of the strategies.

General Principles

St John's Church of England VA Primary School (**St John's**), acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and pupils with special educational needs.

An educational and protective consequence must not be in breach of any legislation and must be proportionate and reasonable given the age and needs of that child.

If the behaviour of a pupil gives cause to suspect that the pupil is suffering or is likely to suffer significant harm, then the provisions of the school's Child Protection Policy should be followed.

This Behaviour Policy also applies to the misbehaviour of a pupil off school premises; on school organised or school related activities, travelling to or from school, when wearing school uniform or when otherwise identifiable as a pupil of the school. The misbehaviour of a pupil at any time when it could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

School is not liable for any property that a child brings to school. The property of a pupil may be confiscated and retained or disposed of as is reasonable in the circumstances.

Aims

- To foster spiritual and moral values which develop respect and care, for oneself, other individuals, the community and the environment.
- To maintain a happy, caring and stimulating atmosphere where everyone feels valued, secure and motivated to do their very best.
- To produce an environment in which everyone feels safe, secure and respected.
- We believe that the promotion of these aims makes an important contribution to the development of responsible citizenship.

St John's Church of England VA Primary School

Golden Rules

- Do Be Safe
- Do Be Responsible
- Do Aim High

We are proud of our school

Positive Consequences

In dealing with pupils, emphasis is placed wherever possible on promoting and praising desirable behaviour in positive ways.

St John's Church of England VA Primary School

Playtime Charter

- Always be polite.
- Play sensible games.
- Be aware of the other children.
- No litter please – always use the bin.
- No ball games or playing on the playground equipment before or after school.
- Look after all our playtime equipment and put it away at the end of break & lunchtime.
- Move sensibly around the quiet areas and apparatus on the playground.
- When the whistle blows, walk sensibly and calmly to your lines, and wait quietly.
- Wipe your feet as you come into school.
- Always show respect to other children and adults.

We are proud of our school

In the playground we expect the children to play fairly and sensibly. Where disputes occur, it is the responsibility of the staff supervising to resolve the matter at the time as far as possible. Any unresolved incidents that require further adult intervention must be reported to Class Teachers at the end of play or lunchtime. Any high-level disruptive behaviour during playtime or lunchtime is reported to the Headteacher or a member of the Leadership Team.

We use a proactive approach to try and prevent unacceptable behaviour. Children are distracted or redirected if a situation is becoming a problem. Playground rule reminders are given and the use of 'walk with me' to allow a child to calm down but also to observe children playing appropriately (positive role models). A 'time-out' space may also be used, sitting in the quiet area or going into Lunchtime Nurture. If a child refuses to comply with a sanction the de-escalation script must be used to avoid confrontation and the support of a senior member of staff may be necessary. To ensure a proactive approach, we encourage staff to circulate the play area and engage with children.

De-escalation Script

- Child's Name
- I can see something is wrong
- I am here to help
- Talk and I will listen
- Come with me and….

If a pupil's behaviour during lunchtime is anti-social, this will be recorded on 'CPOMS' (our internal monitoring system) and communicated to the class teacher. The pupil is then given time for reflection and may be asked with support to complete the 'Reflect and Repair' sheet as soon as possible following the incident.

There is a Nurture Club at lunchtimes for all children, who may be struggling on the playground to support them with social interactions.

Consequences

As a school we recognise the link between anti-social behaviour and mental health. Consequences are in place to support and encourage children to develop appropriate behaviour and other personal and social skills and to ensure a safe and positive learning environment for all our children.

Children are advised of the school expectations and rules and will be constantly reminded of the expectations through classroom PSHE (Keeping safe lessons) and through whole school Collective Worship, which focuses on our vision and values.

- Staff use the behaviour section in our electronic safeguarding system, 'CPOMS', to record any incidents of poor behaviour. Information may also be shared with parents/carers by the class teacher. There may well be circumstances and patterns of behaviour that are relevant and will influence the support being offered to the child. Children will be encouraged to use the Reflect and Repair Sheet, and this will be attached to the write up of the incident (scanned or photo).
- If the school has a concern regarding a pupil's behaviour, we will use materials from the STEPs programme to ensure the behaviour is monitored and behaviour patterns can be identified. Individualised, visual support may be implemented to encourage positive behaviour and if this is the case parents and senior staff will be informed. The behaviour will be monitored by senior staff regularly.
- At times, as well as individualised support, a more formal Behaviour Support Plan is required, which will be completed in consultation with parents by Headteacher or Deputy Headteacher and the Inclusion Lead
- If support needs fall outside of the behaviour policy, an individual Risk Management Plan/Behaviour support Plan will be completed for pupils who display frequently challenging behaviour. When required, the school seeks support from external agencies.
- Any incident of bullying or harassment will be reported to the Head or Deputy Headteachers and the incident recorded electronically. The incident will be reported to parents immediately and to the governors on a termly basis.

Fixed Term and Permanent Exclusions

We pride ourselves on good communication and parental engagement as we believe if we work together this encourages the best outcome for our children. We do not wish to exclude any child from school and hope this will not be necessary. It must be emphasised that in most cases exclusion would only be used when all other measures have been tried. In cases where such steps and other appropriate measures have failed, the Headteacher has the sole legal responsibility for the exercise of the power to exclude a pupil on either a temporary or permanent basis, after discussion with staff working with the child. In certain instances it may be necessary for a permanent exclusion to be given for a first offence if allowing the pupil to remain in school would seriously harm the education or safety of the pupil or others in the school.

The school recognises that exclusion is very serious and will endeavour to use all available strategies in setting up Behaviour Support Programmes, working with parents and a range of outside agencies.

In the case of exclusion, the school follows the Department for Education Exclusions Guidance and the more detailed guidance provided by the local authority. The parent, or any person who has parental responsibility for a child, who has been excluded for a fixed period of time, has the right to appeal, in the first instance to the chair of governors.

A decision to exclude would only be made in line with our Educational and Protective Consequences and is always made at the Headteacher's discretion.

Please refer to:

- School suspensions and permanent exclusions:
  https://www.gov.uk/government/publications/school-exclusion
- DfE guidance on suspensions and permanent exclusions or the Hertfordshire Grid Exclusions: https://thegrid.org.uk/admissions-attendance-travel-to-school/exclusions

Physical Interventions

All staff follow the principles of the Hertfordshire Therapeutic Thinking guidance, which focuses on de-escalation and tries to avoid physical intervention. However, in some circumstances it may be necessary to restrain (Therapeutic Thinking guidance).

These would be used:

- To prevent a child from committing a criminal offence (this applies even if the child is below the age of criminal responsibility)
- To prevent a child from injuring self or others
- To prevent or stop a child from causing serious damage to property (including the child's own property)
- For further information please see County Guidance on Physical Restraint:
  http://www.thegrid.org.uk/learning/behaviour/policies/policies.shtml

Partnership with Parents

It is expected that adults will encourage good behaviour and discourage poor behaviour, as would any responsible parent. The school always works in partnership with parents to support children in every way possible. The Children and Families Act 2014 places a clear responsibility on schools to ensure that they work together with other agencies to safeguard and promote the welfare of all children. As a result, if concerns were raised within the school, they may be referred to Children's Services. This is in line with Government and Hertfordshire policy. Should an adult on school premises threaten a child physically or verbally, the matter would be referred to the Child Protection Officer.

Arrangements for Monitoring and Evaluation

The governing body are responsible for ensuring that this policy is evaluated for impact by reviewing data provided by the Headteacher regarding:

- Number of bullying or racist incidents, as reported on returns to the Local Authority and the action taken, including support for the victims
- Number of fixed-term and permanent exclusions and the reasons for them
- School self-evaluation of behaviour and evidence to support.

Complaints

It is intended that by adopting this policy and keeping parents and governors informed we can avoid or minimise the likelihood of any complaints being made. All disputes which arise about the use of force by a member of staff will be dealt with according to Child Protection Policy.

Racial Harassment

St. John's is committed to challenging racism and discrimination and other negative attitudes throughout our curriculum. We nurture fairness to all irrespective of ethnicity and we value diversity in our school. Please view our Equality Policy.

Definition

Racial harassment is recognised by St John's as:

"Any act of expression which causes harm or offence, directed by a member of one racial or ethnic group to others where the motivation or effect is to create racial dislike or hatred".

Incidents may include:

- threatened or actual physical assault
- verbal abuse
- expressions of prejudice calculated to offend others, or to influence behaviour of others
- racist graffiti (on school furniture, walls or books)
- distributing racist literature
- wearing of badges or symbols belonging to known racist organisations
- name calling
- teasing in relation to language, religion or cultural background.

It is important to recognise that:

- racial harassment may be one aspect of an incident which also has other dimensions
- teachers may need to deal with comments made by parents or other adults as well as by children
- incidents may involve group as well as individual behaviour
- Online incidents may be included when they impact on what happens in school
- such incidents are often part of more complex interactions which may take place in school – for example, an argument about friendships may lead to racist insults
- racist incidents are not always explicit – for example, a pupil may be called 'smelly' and behind such insults may lie a racist element
- racist behaviour can occur without the wronged person being present – for example, telling racist jokes
- acts or expressions may include negative body language – for example, the refusal to sit next to, or work with, certain pupils
- white pupils may be offended by the racist behaviour of other white pupils
- racial harassment is not based on intentionality. Whether or not the perpetrator intended to harass or understands the racist content of what s/he has done, the effects of the harassment must be dealt with. The perspective of the child/adult who has been harassed should be given particular attention and motives explored as to why it happened in the first place. This could be the perception of a third party.

Principles

The following principles underpin the school's approach to dealing with incidents of racial harassment:

- The perception of the person who has experienced harassment should be given particular attention.
- All incidents should be responded to immediately and appropriately and in line with LA guidelines:
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf
- All incidents of racial harassment should be treated as serious disciplinary matters.
- Consistency in dealing with incidents is essential if pupils and staff are to be clear about the school's commitment to dealing with racism.
- Our pastoral system provides the children with many adults, whom they may ask for advice. Our school community is such that all staff are made aware of any potential difficulties quickly through our electronic monitoring system. Any racist incidents will be recorded on this system and reported to the designated teacher, in most cases the Headteacher, so that appropriate action can be taken and parents informed.

The intentional use of racial terminology by a pupil, while in school or representing the school, will result in immediate suspension from school and parents/carers will be notified to collect the pupil. A further investigation will be carried out by the school into the incident and a decision made on the length of the suspension. In the event that a pupil is off-site, the parents/carers will be required to immediately collect the pupil from the off-site venue to begin the suspension. If it is not possible for the parent/carer to collect the pupil, then two members of staff will collect the pupil.

Dealing with Bullying

Bullying as defined by the Anti-Bullying Alliance, 'is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'

Definition of bullying

- Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of peer-on-peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Forms and types of bullying covered by this policy. Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Bullying will not be tolerated. The governors seek the cooperation of children, parents and staff in the early detection and reporting of bullying and children should report any incidents of bullying immediately to a member of staff. We are a "telling" school. Bullying is too important not to report. Parents should contact the class teacher or Headteacher immediately if their child reports that they have been bullied in order that the school can:

- Investigate the problem
- Contact and consult all affected parents

● Act appropriately and effectively to protect all parties

Our strategies for dealing with bullying incidents could include:

● Class/group or individual discussion
● A Learning Mentor
● Buddy system
● External support, e.g., Circle of Friends
● Pupil notes

Action to be taken:

● Every incident is followed up
● Parents meet with staff
● Agreed time frame with the parents
● Telephone reassurances
● School seen as responsive
● Child reporting bullying - to report every morning and at the end of the day.

Following a case of bullying, the issue should be discussed with both parties and then the offender(s) sanctioned in an appropriate manner. Incidents will be recorded on the electronic monitoring system, which is monitored regularly by the Head Teacher and Leadership Team.

Control Measures to Prevent Bullying

● Different areas have been created in the playground to encourage calm play, using construction resources and a quiet seated area for reading or talking.
● Older children act as mentors on the playground.
● Regular discussion time is created to talk through issues and problems together.
● Children are taught how to walk away from incidents without hitting back or losing face.
● Children are aware of our Golden Rules, the school vision, and values, which are reinforced during collective worship.
● Time is given as part of PSHE lessons to discuss positive relationships, friendship, respecting differences and so on.

Cyberbullying

When responding to cyberbullying concerns, the school will:

● Act as soon as an incident has been reported or identified.
● Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
● Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
● Take all available steps where possible to identify the person responsible. This may include:
    ○ looking at use of the school systems;
    ○ identifying and interviewing possible witnesses;
    ○ Contacting the service provider and the police, if necessary.
● Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
    ○ Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.

- ○ Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy.
        - ○ Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take protect themselves online. This may include:
    - ○ advising those targeted not to retaliate or reply;
    - ○ providing advice on blocking or removing people from contact lists;
    - ○ helping those involved to think carefully about what private information they may have in the public domain.

Supporting pupils

Pupils who have been bullied will be supported by:
- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated bullying will be helped by:
- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access whe encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Young People's Mental Health Service (CYPMHS).

Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:
- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.

- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with this behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:
- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

Preventing bullying

Environment

The whole school community will:
- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionally impacted by bullying and will implement additional pastoral support as required. Openly discuss differences between people that could motivate bullying, such as:
  - children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying bought to the schools' attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.

- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

Involvement of pupils

We will:
- Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

Involvement and liaison with parents and carers

We will:
- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

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Policy Implementation

The implementation of this policy will be undertaken by all staff and overseen by the Headteacher. Many daily activities in school life provide a vehicle for promoting the development of good behaviour and self-discipline. Staff are encouraged to capitalise on every reasonable opportunity to communicate expectations by:

- example - through their own behaviour and consistency of approach to pupils and colleagues, in line with the requirements of the school Equal Opportunities Policy.
- utilising day to day incidents when considerate or other desirable behaviour and academic achievements can be acknowledged and praised.
- including behaviour-related social and moral issues in curriculum planning, in particular as part of the planning of PSHE and Relationships Education.
- organising and differentiating teaching and learning activities. Children with specific behavioural difficulties are given support by the class teacher, and where practical through special needs provision.
- being alert to and dealing promptly and sensitively with bullying, harassment and any other undesirable behaviour.
- using resources available for staff in the form of up-to-date reading material on behaviour management, bullying, harassment, racial abuse and constructive playground games. The playground has been marked out to cater for draughts/ chess and other games, and areas have been designated for quiet activities.
- supporting colleagues with the development of sound and consistent approaches to rewards, sanctions and other aspects of behaviour management.

St. John's Behaviour Policy

1. Raise the child's awareness

2. Reminder

3. Further Reminder

4. Reflection time in class

5. Reflection time in a leaders class

6. Reflection time with Deputy Headteacher

7. Reflection time with Headteacher

Appendix 1

Written Statement of Behaviour and principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination

- Staff and volunteers set an excellent example to pupils at all times

- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

- The behaviour policy is understood by pupils and staff

- The behaviour policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

- Pupils are helped to take responsibility for their actions

- Parents and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Quality of Education Committee annually.

Pupil Behaviour Policy Document Control

23rd June 2025	Approved	Quality of Education Committee – updated to reflect current behavioural steps.
24th June 2024	Approved	Quality of Education Committee
24th June 2024	Created	Rachel de la Croix