



Malden Parochial Church of England Primary School
Reflecting the Kingdom of God by Enriching and Transforming Lives

Behaviour Policy

Approved by:	Governing Body
Status:	Statutory
Review cycle:	Annual
Last reviewed:	September 2025
Date of next review:	September 2026

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Each year we update our behaviour policy so that it is inline with [government behaviour expectations](#) and aligned with our school's Christian Vision and Values. We recognise that it is our responsibility to establish a whole school understanding for behaviour and make these clear to staff, children, governors, parents, carers and visitors.

Our Christian vision **Reflecting the Kingdom of God by Enriching And Transforming Lives** and is shaped by our Christian values **Love Wisdom Joy and Peace**

Aims

To create a safe and happy environment for every child to learn and flourish

To communicate our high expectations of pupils and reinforce positive behaviour.

To develop children's **wisdom**, so that they have self-discipline and self-control, encouraging them to recognise their own responsibilities and respect the rights of others.

To enhance pupils' self-esteem and motivate them to make the right choices.

To engage parents/carers and other agencies to support learning and positive behaviour within and beyond the school community.

To develop an understanding that there are consequences for actions.

To treat each child as one created in the image of God.

The School Environment

We believe that promoting our Christian values of **Love Wisdom Joy and Peace** children and adults will have a positive impact on our school community which will **Enrich and Transform Lives**. The Christian values of **Love Wisdom Joy and Peace** are explored through collective worship, including how these values can be shown and why they are integral to our community. An opportunity for spiritual development is given in each lesson and shown on a purple slide. Our Christian values are reflected on and reinforced in lessons in and out of the classroom and in our forest school. We believe that all staff members have a responsibility to reinforce these values at any given opportunity and so additional time is often used to highlight and resolve any

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specific incidents. Other opportunities for children to pray and self-reflect are given throughout the school day.

We link our four Christian values with specific language for describing feelings and emotions. This is based on the 'Zones of Regulation'. Children in Nursery and Reception will be introduced to these by using the book 'The Colour Monster'. The Zones of Regulation® is a framework for teaching children strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation. There are four colours or 'Zones' blue, green, yellow and red.

Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Green Zone is used to describe a calm state of alertness. A pupil may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

Yellow Zone is used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

Red Zone is used to describe extremely heightened states of alertness and intense emotions. A pupil may be elated, euphoric, or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

Children are encouraged to reflect on their actions through the lens of the zones of regulation and may move their named peg up or down the colours to match their feelings and behaviour. We recognise that good behaviour is taught, and children will learn to recognise, respect and value each other as they have a right to feel safe and secure in and around the school. The **Unicef Rights of the child** recognise the importance of valuing each person in our learning community as an individual.

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This policy is underpinned by our continued commitment to the UNICEF Convention of Rights of the Child and links directly to the following articles.

Children's rights and responsibilities

Article 14 Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.

Article 28 All children and young people have a right to primary education, which should be free. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.

Article 29 Education should develop each child's personality to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30 Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

To ensure consistency and so that we are all working together as a community aligned to our shared Christian vision, each classroom has the Christian vision in their classroom where they have agreed on the behaviours they will show. Governors have adapted this too for the way they will function as a team. These values are displayed in the children's planners so parents are familiar with our vision and expectations for behaviour.

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OUR CHRISTIAN VALUES and the DAILY LIFE for CHILDREN in SCHOOL

Our Christian Vision	Reflecting the Kingdom of God by Enriching and Transforming Lives
Our Christian Values	Love Wisdom Joy and Peace

VALUE	So we...	Because the New Testament says
Love	<ul style="list-style-type: none"> • use kind words and do acts of kindness • respect each other • apologise when we need to • let others join in our games 	Love your neighbour as yourself Matthew 22 34-40
Wisdom	<ul style="list-style-type: none"> • keep safe and share our worries. • read every day and complete tasks • listen, make wise choices, use our time well, learn from our mistakes • protect our environment 	If you lack wisdom...ask God, who gives generously James 1:5
Joy	<ul style="list-style-type: none"> • celebrate achievements • smile at one another • open doors know and use people's names • have fun and are positive 	Joy is a gift of the Holy Spirit. Galatians 5:22
Peace	<ul style="list-style-type: none"> • challenge injustice and inequality • walk peacefully around school • think before we speak • use kind hands 	Aim at those things that bring peace. Romans 14:19

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Motivating children to make **wise** choices

As a school we promote a range of strategies to reward behaviour and behaviours for learning. The 'traffic light system' is our behaviour management tool. It both celebrates positive behaviours and clarifies sanctions for unacceptable behaviours. Each child starts every new day on green, reflecting the Bible teachings of **"love keeps no record of wrongs" (1 Corinthians v13:5)**. Children will be given some time to discuss their behaviour with an adult, offering an opportunity to reflect on appropriate behaviour with an understanding of Jesus' teachings about forgiveness.

Rewards

We place great emphasis on an effective reward system which recognises and encourages good behaviour. This is demonstrated through:

- Verbal praise
- Visit to another teacher or senior leadership team to share good news
- Award stickers
- certificates
- Star of the Week certificate presented at celebration assembly weekly
- Values Certificate presented at celebration assembly weekly.
- Increased responsibility
- Work showcased on facebook
- Good work bags sent home
- Celebration Messages shared in pupils' planners

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to promoting acceptable behaviour. We aim to provide a relationally rich environment between staff and pupils, where children feel safe and ready to learn. We focus on forming these relationships and knowing our children well, to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. As we begin the

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journey of becoming an attachment aware school we also provide relational support by providing the child with personalised interventions, access to a key adult and Team Pupil. Children would also have access to differentiated resources such as sensory breaks, calm boxes, a safe place to withdraw to at times of being overwhelmed and access to theraplay.

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The infographic is shaped like a traffic light with a blue top section, a white middle section, and a green bottom section. It contains a list of behaviors categorized by color: Gold (top), Silver (middle), Green (bottom), Yellow (left), and Red (right). A small icon of a traffic light is visible on the right side of the green section.

We agree to follow the traffic light rules and keep it green!

Gold behaviours!
Going the extra mile!

Silver behaviours!

- Reading every night at home

Behaviour that will keep it green!

- Listening to adults
- Doing what I have been asked straight away
 - Being ready to learn
- Having my planner and my stationery
- Being respectful to adults and peers
- Showing Love Wisdom Joy and Peace

Yellow card behaviours

- Talking when an adult is talking
 - Littering
- Disrespectful behaviour
 - Lying
- Being unkind to others
- Saying unkind things
- Running inside school
- Talking while walking in school
- Not listening to adults or others
 - Rough play

Red card behaviours

- Physical violence – hitting, kicking, punching, slapping etc.
- Destruction of school property
- Destruction of others' property
- Bullying – cyber, homophobic and racist
 - Swearing
 - Stealing
- Answering back
 - Spitting
- Any persistent yellow behaviour

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Consequences

Failure to follow the school behaviour policy and class contract will result in fair, consistent consequences. Reasonable adjustments will be made for children with SEND.

1. Reminder 1 verbal or nonverbal.
2. Reminder 2 warning of rules and expectations.
3. If behaviour continues after these 2 reminders and they are not demonstrating **Love Wisdom Joy or Peace** a child's peg will be moved to yellow (as they are no longer in the green zone) and they will be given the opportunity for reflection in class.
4. If behaviour continues after these 3 reminders teachers record a time out for low level behaviour on CPOMS and they are moved to another class, for 10 mins with their work and a timer. A reflection walk can be offered at this stage.
5. If behaviour is repeated a fourth time the child's peg will be moved to red and they complete a reflection/thinking walk at a convenient time, this will be reported on CPOMS as a negative behaviour.
6. A member of the SLT will be informed and the DSLs (via CPOMS)
7. The parent will be informed of the child's behaviour, either via the planner or at pick up or a phone call.
8. Class teacher and child to have a restorative conversation.
9. Begin each new lesson on green.

Individualised Behaviour Plan (IBP)

An IBP will be drawn up for a child who is having difficulty managing their behaviour. This will be drawn up with the class teacher in conjunction with the Leadership Team and other appropriate members of staff and shared with parents/carers and the child. This document will outline individualised provision and support including rewards for desired behaviour appropriate to that child. Where an IBP has been drawn up, support from an outside agency (such as the Education Inclusion Support Service) may be appropriate.

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Playground behaviour

We promote a safe and fun play experience for all children at playtimes, before and after school sessions. School behaviour steps will be followed.

Off-site behaviour

Off-site curriculum regular learning e.g. swimming /P.E, the school behaviour steps will be followed as appropriate. Where a child is considered either a risk to themselves or to others they are accompanied back to school with an adult and a decision is made by the Headteacher as to whether or not this child should continue accessing this learning in its current form i.e. off-site.

Off-site curriculum trips, including off-site residential trips.

School behaviour steps will be followed as appropriate. If a child has previously demonstrated unsafe or unacceptable behaviour on an off-site trip or is considered within school to be a child who places themselves or others at risk or is a child who cannot/ will not follow instructions, then a decision will be made regarding whether this child should be allowed to take part in off-site activities. This includes off-site residential trips and the school's decision will be final.

See below for children with SEND.

All off-site behaviour consequences also cover unwanted behaviour on public/private transport e.g. tube/coaches and whilst walking to and from the destination.

Suspension and Exclusion

In extreme cases, where attempts to modify a child's behaviour have been unsuccessful, and where parents have already been informed, the child may be suspended for a fixed term. There may be very rare occasions when an isolated incident is so serious that immediate exclusion is considered necessary. In such a case, it may not be possible to contact parents prior to the suspension.

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Special Educational Needs

Recognising the impact of SEND on behaviour. The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of unacceptable behaviour 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 unacceptable behaviour will be made on a case-by-case basis.

When dealing with unacceptable behaviour 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 any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010).

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an Education, Health and Care Plan (EHCP), the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies. As part of meeting these duties, the school will anticipate, as far as possible, likely triggers of unacceptable behaviour, and put in place support that may prevent these from occurring. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned but may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to remain seated for periods of time
- 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
- Training for staff in understanding conditions such as autism
- Use of spaces outside the classroom to support sensory needs such as the calm room or an outside space where pupils can regulate their emotions

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Adapting sanctions for pupils with SEND

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

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

- The school's Special Educational Needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- Where necessary, support and advice will also be sought from specialist teachers, educational psychologists, medical practitioners and/or others to identify or support specific needs.

Restraint

Governors have agreed that, where appropriate, staff should be able to use physical contact with a child in need of comfort and who has initiated this need themselves. With regard to issues of restraint our general philosophy is that we would only use restraint as a last resort, when the risks involved in doing so are outweighed by the risks involved in not intervening. However, governors agree that if a child is endangering themselves or others, then appropriate procedures can be used. For more information please read The Use of Reasonable Force 2013 published by the Government [here](#)

Involving Parents

We believe that it is essential to keep parents well informed about their child's behaviour in school. Forming a positive partnership is crucial to building trust and

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developing a common approach to high expectations and strategies for dealing with unacceptable or unwanted behaviours. We will always endeavour to inform parents/carers

Roles and responsibilities of the teaching staff

- Teach behaviour
- Model behaviour
- Model zones of regulations and how they can alter your behaviour
- What would be wise in this situation?
- How can you show joy in this lesson?
- Have you shown love, one of our school values?
- How peaceful are you being now?
- Use zones of regulation

Zones of Regulation

When pupils feel a connection, they feel belonging and significance. Often that is enough for inappropriate behaviour to stop. Information about zones of regulation can be found [Here](#) and are used to encourage co and self regulation. Adults in school connect with the pupil before offering options for correction. We encourage pupils to self regulate and use the Zones of Regulation to help manage their emotions. This approach helps pupils to develop an understanding of their own emotional state and provides them with strategies to regulate their behaviour.

The Zones of Regulation are used to help pupils regulate their emotions and understand their feelings. Pupils are encouraged to identify when they are in each zone and use strategies to move to a more regulated state. When pupils are able to recognise their emotions and self-regulate this is seen as a positive response to their behaviour.

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Teachers will

Remind children each lesson your expectations for behaviour

- during the input
- during group work
- during assessments
- transition from carpet to table
- at wet play
- while walking to PE
- when leaving the lunch hall
- for supply teachers

Teachers encourage good behaviour by

- Noticing and praising the right behaviours
- Catching pupils being good
- Sending pupils to other staff with their work
- Moving pegs generously
- Explaining the traffic light system and its daily implications
- Stopping speaking when inappropriate behaviour is observed
- Using gestures and cues
- Planning lessons effectively, scaffolding learning, and providing examples of a WAGOLL to ensure all pupils stay on task and succeed
- Praising wise walking in the corridors
- Addressing poor behaviour in the corridors, regardless of the child
- Arriving on time to the classroom
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO, and, where appropriate, the pupils themselves
- Aiming to teach all pupils the full curriculum, regardless of their prior attainment
- Planning lessons to mitigate potential areas of difficulty, ensuring there are no barriers to pupil achievement, and that every pupil with behavioural difficulties can study the full national curriculum

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- Taking responsibility for and being accountable for the progress and development of pupils in their class

Roles and responsibilities of the support and lunchtime staff

- Keep your voice to a minimum
- Use non-verbal cues
- Use non-verbal cues for zones of regulation
- Support learning so children can stay on task
- Supervise movement breaks
- Overtly share good behaviour with the teacher
- Share success with parents at the end of the day
- Hear children read and comment in their planner
- Recognise and support the 20% of priority pupils and know their names
- Liaise with SENCO about how to support individuals
- Adhering to this policy
- Giving non-verbal cues to support pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling good levels of behaviour
- Not speak when the teacher is talking
- Supervise movement breaks as necessary
- Consistently reward good behaviour through verbal praise
- To encourage the importance of making good choices that show love wisdom joy and peace regarding pupils' behaviour
- Being aware of the signs of behavioural difficulties
- Setting high expectations for every pupil
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs
- Keeping SLT informed of any changes in behaviour

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The roles and responsibilities of volunteers

- Adhering to this policy
- Giving non-verbal cues to support pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling good levels of behaviour
- Not speak when the teacher is talking
- Supervise movement breaks as necessary
- Consistently reward good behaviour through verbal praise
- To encourage the importance of making good choices that show love wisdom joy and peace regarding pupils' behaviour
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs
- Keeping the classteacher informed of any changes in behaviour

Roles and responsibilities of the headteacher

- The writing, monitoring and implementation of the policy
- Liaising with staff about the support they need to deliver the policy
- Change the policy as appropriate annually or before as necessary
- Change the behaviour procedures at the school to ensure its effectiveness in addressing any SEMH-related drivers of poor behaviour
- Establishing the standard of behaviour expected by pupils at the school
- Determining the school behaviour expectations and any disciplinary sanctions for breaking them
- The day-to-day implementation of this policy
- Publishing this policy and making it available to staff, parents and pupils at least once a year

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- Reporting to the governors the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour
- Deciding on suspension or exclusion of a pupil

Roles and responsibilities of the governors

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), Governing Bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. Section 88(2) of the EIA requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the headteacher in determining measures to promote good behaviour and discipline amongst pupils
- notify the headteacher and give related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues

Before making their statement of principles, the governing body must consult (in whatever manner they think appropriate) the headteacher, school staff, parents and pupils. The governing body must provide clear advice and guidance to the headteacher on which they can base the school behaviour policy. The governing body will notify the headteacher that the following should be covered in the school behaviour policy if needed

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;
- The power to discipline beyond the school gate;
- Pastoral care for school staff accused of misconduct;
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

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- In providing guidance to the headteacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.

Governing bodies will also wish to consider their duty under The Education Act 2011 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010. The Governing Body will in consultation with the headteacher consider what the school's response will be to:

Any bad behaviour when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform or in some other way identifiable as a pupil at the school

Any misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

The roles and responsibilities of the mental health lead

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents about the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the Social, Emotional and Mental Health (SEMH) Policy.

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The roles and responsibilities of the SENCo

- Collaborating with the governing body, headteacher, PHSE lead and the mental health team, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Role and Responsibilities of Parents

Staff welcome early contact if parents have a concern about their child's behaviour or fear that others are upsetting them. If parents and school work together, we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Home to school contact

We establish good relationships with parents to ensure they understand the school's expectations. Parents can see in the planner what the behaviour expectations are and how these reflect our **Christian values**. We aim to make parents aware of any issues as they arise. If an issue is regarded as being more serious than the class teacher or member of the senior leadership team can deal with they will contact individual parents. If a parent does not collect their child at the end of the school day, the parent/carer will be contacted via telephone.

Parents can help in the following ways:

- Learning starts at 8.40am, ensure your child is at school between 8.30am and 8.40am
- Be on time to collect your child at 3.15pm (N,R, KS1) or 3.20 (KS2)
- **Do not use your phone on school premises**
- Ensure children wear correct uniform
- Have waterproof appropriate forest school clothes

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- Wear PE clothes on the correct day
- Return class star badges and trophies
- Be respectful of other parents
- Ensure attendance everyday
- Informing the school of any changes in circumstances, which may affect their child. We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour
- If you have a question, speak to your class teacher in the first instance
- Read with your child every day

Food and drink

Children may bring in fruit or similar healthy options to eat at playtime.

No nuts or nut based products due to the adverse effect on children and adults who have allergies and no chocolate, crisps, mini cheddars etc.

EYFS and KS1 can obtain fruit through the National Fruit Scheme. Other than packed lunches, as a general rule, no food of any kind should be brought into school (unless on medical grounds) including sweets, biscuits and drinks, there are some exceptions, whole-school tea parties post SATs snacks, but this is to be agreed by the headteacher.

Children's Birthdays

We understand that the celebration of your child's birthday is important. However, parents cannot bring in food or snacks or cakes or treats of any kind for the children in their class on their birthday or for any other reasons. The reasoning for this is outlined below

Reasons Against Bringing in Cakes and Treats to eat:

1. **Allergy Risks:** Many children have food allergies or intolerances, and bringing in cakes can pose serious health risks. Even with precautions, cross-contamination can happen.

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2. **Nutritional Concerns:** Schools have to promote healthy eating habits. Cakes, being high in sugar and calories, conflict with these educational goals.
3. **Inclusivity Issues:** Not all families can afford to bring in treats, which can create feelings of exclusion or inequality amongst pupils.
4. **Disruptive to Learning:** Birthday celebrations can be disruptive to the school day, taking time away from educational activities.
5. **Administrative Burden:** Managing and monitoring birthday treats can place an additional administrative burden on teachers and staff.
6. **Parental Expectations:** Allowing treats will create pressure on parents to meet expectations, leading to competition and additional stress.
7. **Waste and Clean-Up:** Cakes often lead to waste and require clean-up, adding to the workload for school staff.

If parents would like to celebrate their child's birthday we would recommend a class wish list, with books or games that the class would like, instead.

Benefits of a Class Wish List:

1. **Equality and Inclusivity:** Contributions from a wish list can be more inclusive, ensuring that all children benefit regardless of their family's financial situation.
2. **Lasting Impact:** Items from a wish list, such as books, games, or educational supplies, can provide long-term benefits and enhance the learning environment.
3. **Cost-Effective:** Parents can pool their resources for items that have a greater impact, often at a lower individual cost compared to providing cakes.
4. **Educational Enhancement:** Wish list items can directly support educational goals, enhancing the learning experience for all pupils
5. **Healthier Choice:** Avoiding sugary treats aligns with promoting healthy lifestyles and nutrition.
6. **Community Spirit:** Contributing to a class wish list fosters a sense of community and collective effort among parents and pupils.

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7. **Minimising Disruptions:** Using a wish list avoids the disruptions that come with birthday celebrations, keeping the focus on learning.

By promoting a class wish list, we can ensure that birthday celebrations are inclusive, educational, and beneficial for all pupils.

Personal property

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, stationery items, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission).

Mobile Phones

We operate a smart phone free policy. Exceptional circumstances will be considered with the prior permission of the headteacher. Parents who insist that children require a mobile phone during school hours, i.e. for the journey to and from school, must express these reasons in their request to the headteacher in writing. Such requests will be considered on an individual basis. If permission is granted, mobile phones must be handed in to the office upon arrival and collected at the end of the school day.

Jewellery

For health and safety reasons children may only wear subtle studs in their ears to school. Also the wearing of makeup, including nail varnish, is only allowed on non-uniform days.

Managing behaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately.

Definitions of behaviour

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour, which may cause harm to oneself, or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

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Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals

Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation

Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied

Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

Possession of legal or illegal drugs, alcohol or tobacco and banned items

Truancy and running away from school

Refusing to comply with disciplinary sanctions

Theft

Verbal abuse, including swearing, racist remarks and threatening language

Fighting and aggression

Persistent disobedience or destructive behaviour

Extreme behaviour, such as violence and serious vandalism, behaviour that threatens safety or presents as a serious danger to others. Any behaviour that seriously inhibits the learning of pupils or behaviour that requires the immediate attention of a staff member

Low-level unacceptable behaviour

Behaviour that disrupts the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Refusing to complete homework

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- Graffiti
- Not adhering to the school/classroom rules
- Verbal disruption
- Non-verbal disruption
- Distracting others

Low-level unacceptable behaviour may be escalated to serious unacceptable behaviour depending on the severity of the behaviour.

High-level disruption

- Racist, homophobic or transphobic comments
- Aggressive, violent behaviour
- Purposeful, directed inappropriate language / gestures
- Wilful damage to school and personal property
- Acts of bullying (see Bullying Policy for further guidance)

Actions

1. All racist, homophobic, comments are to be fully investigated by SLT and must be recorded in full in the Racist Incident Log (held by headteacher)
2. When dealing with aggressive or violent behaviour, (physical, verbal or destructive) the child will be immediately removed from the situation and sent to a member of SLT who will deal with the incident.
3. In all of the above cases, parents will be informed of their child's inappropriate behaviour by phone call. A meeting will take place to discuss the incident and if needed, support will be provided to enable the child to improve their behaviour. This support will include an in-school behaviour plan which will be reviewed with the child 2x per week and with parents monthly.

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4. Following any of the above incidents, loss of privileges including attendance at residential visits or sporting events will be considered.

5. Very occasionally, it may be necessary to hold children to stop them from hurting themselves or others. In cases when a restraining action has been used by a member of staff, the incident will be fully recorded in the Serious Incident Log.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit. The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

Bullying see separate Anti-Bullying Policy

Monitoring & recording inappropriate behaviour

Low level and behaviour incidents along with serious incidents and racist incidents are logged on CPOMS.

Outside Agencies

When a child's repeated inappropriate behaviour is becoming a major cause for concern, advice and support will be sought from outside agencies including SPA, Educational Psychologist or CAMHS. A meeting will be arranged to discuss the needs of the child and set targets to work towards improving behaviour.

A behaviour plan will be written and the child may receive support during school time, by taking part in specific interventions and support from the mental health lead will be put in place.

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Suspensions and Exclusions

On most occasions, we deal with major behaviour issues internally and do not use suspension as a deterrent. However, exceptional circumstances it may become necessary to suspend a child for:

- Violence or threatening behaviour towards staff or pupils
- Repeated or continual harassment of other pupils or staff
- Intentional use of weapons or drugs on the school premises
- Persistent, unacceptable behaviour at lunchtime may result in the child being excluded from lunchtimes.

The headteacher will consider whether the pupil should be suspended for a fixed term, and will determine the length of the exclusion. More information about exclusions and suspensions can be found here. [School suspensions and permanent exclusions - GOV.UK](#)

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information. Parents can read more about the suspensions and exclusions on the government website [A guide for parents on school behaviour and exclusion - GOV.UK](#)

Relationship to other policies

This policy should be read in conjunction with the following policies

- Anti-Bullying Policy
- Equal Opportunities Policy
- Mental Health Policy
- PSHE policy

Implementation and monitoring

We try to develop a positive attitude to discipline using the strategies mentioned in this policy. The effectiveness of our policy will be monitored regularly, we will analyse the following

- The amount of reported incidents of inappropriate behaviour.

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- Review of serious incidents
- Pupil questionnaires are dealt with by the School Council and in class.
- Parent questionnaires are evaluated and parents are informed of appropriate action taken.
- Feedback from members of pupil voice.

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