



Behaviour Policy

May 2025 –2027

Our School Vision Statement

At St John of Jerusalem C. of E. Primary School our Christian faith underpins the life of the school and through God's enduring love we create a nurturing and caring environment where our pupils develop in body mind and spirit. Through love, patience and kindness our children are encouraged to learn and grow together to realise their full potential.

"I can do all things through Him who strengthens me."

Philippians 4:13

Introduction

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#)

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explains that maintained schools must publish their behaviour policy online

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying

- Sexual assault (intentional sexual touching)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of unwanted explicit content
 - Vandalism
 - Theft
 - Fighting
 - Racist, sexist, homophobic or discriminatory behaviour
 - Possession of any prohibited items. These are:
 - Knives or weapons
 - Stolen items
 - Fireworks
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of any person (including the pupil)

Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

See Antbullying Policy

Roles and responsibilities

The Role of the Head teacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, updated 2002 and 2006 and the Education Act 2011, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the Head teacher's responsibility to ensure the health, safety and welfare of all children in school.

The headteacher will also approve this policy in conjunction with the governing board's standards committee, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Role of Governors

Governing bodies have a duty under section 175 of the Education Act 2002, requiring them to make arrangements to ensure that their functions are carried out to safeguard and promote the welfare of children. St John of Jerusalem School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

The Governing Body of St John of Jerusalem C. of E. Primary School has the responsibility of setting down these general guidelines on standards of behaviour and reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEND). This policy is also mindful of the responsibility under the equality Act of 2010 to promote equality of opportunity and to reduce discrimination.

The Standards Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Standards Committee will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

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

Policy links:

Home School Agreement, Anti- Bullying, Special Education Needs, Equality Policy, Attendance Policy, Complaints Policy, Positive Handling policy, Safeguarding and Child Protection Policy, Safer Working Policy and Code of Conduct for School Staff Policy

Developing Positive Behaviour

St John of Jerusalem School is a Church of England primary school with a strong Christian ethos. We aim to promote a positive attitude in all our pupils, creating an environment in which a high standard of behaviour is expected within a climate of trust. We are strongly committed to and believe that every child in our school community has the right to be able to realise his/her potential in a secure, safe and happy environment.

We value parental contribution and support in developing positive behaviour and attitude. We see education as a partnership between the home and school.

We have written this policy so that all our staff, parents/carers, pupils and the governors can work together to improve behaviour and attitudes. Good behaviour and good discipline are essential if effective teaching and learning are to take place.

Outcomes for pupils:

- To be happy, confident and independent children
- To fulfil their potential

- To be motivated and reflective learners
- To develop Christian values in which they treat each other with respect, develop a caring attitude towards each other and are able to forgive
- To be socially aware of other people, respect other people, their property, beliefs and feelings
- To develop socially acceptable behaviour that is non-threatening and non-offensive
- To take responsibility for themselves, others and their property
- To be calm children who are able to deal with new situations (e.g. change)
- To create opportunities for children to aspire to
- To express their concerns in a constructive manner

Our School Rules are:

- Help and care for each other
- Be brave; tell the truth
- Look after our school
- Listen to each other
- Work hard and be successful
- Keep our school calm and quiet
- Have good manners
- Respect other people's belongings
- Talk about your problems with others

Our rules are based on the principle that teachers have the right to teach, children have the right to learn, and all children can behave well.

These rules apply to all settings in the school, clubs, trips and school journeys.

Our standards of behaviour must be consistent if our children are to become secure in knowing what is acceptable and what is not.

What we expect of our children:

- To be polite- to teachers, support staff, other children and visitors- and to respect the authority of the adult in charge
- To listen to adults and each other in lessons and assemblies and to consider each other's feelings
- To walk about the school quietly and calmly
- To take a positive role in all classroom activities and to try as hard as they can
- To wait their turn to talk to members of staff and each other
- To value each other's work
- To work and play cooperatively with each other
- To tell the truth, to take responsibility for their behaviour and not to make excuses ("they told me to")
- To accept a solution or consequence if they have done something wrong- not to argue or get angry with the person sorting it out
- To be able to say sorry when they have misbehaved or hurt someone and to understand that this word signals a change in behaviour and mood
- To care for the school and its equipment and to report any damage or graffiti they see
- To feel responsible for giving a good impression of themselves and the school both within and outside the school

What children can expect of staff

Class teachers are responsible for

- Explaining the rules at the beginning of the year.
- Making sure they are accepted and understood by all the children in the class.
- To go through each rule, exploring its meaning and involving the children as much as possible. Use visual charts (Looks like Feels like Chart)
- Discussing the rules in sessions such as PSHE and Circle Time

All adults at St John of Jerusalem have the following responsibilities

- To be good role models to the children and be positive
- To be as fair and consistent as possible when children have misbehaved
- To have high expectations of the children, highlight the positive, catch the 'children doing good', praise any child, you see doing something right. 'Spread the good news' around the school
- Make time to talk and listen to children and hear their point of view
- To be polite and to address children in a reasonable tone of voice. (speak to them the way they would want to be spoken to)
- Be calm and responsible when dealing with behaviour issues and not to argue with the children
- Not to label children, but to trust them and to care about them equally
- To supervise the playground well
- To refer to the rules when settling disputes and to investigate incidents
- To show respect for each other
- Never to walk past an incident and leave it for someone else to sort out. Deal with the incident or refer to a senior colleague
- Induct new staff; pupils volunteers into the school rules
- To see each day as a fresh start for the children

What we expect of Parents/Carers

We expect all our parents to support the school's behaviour policy.

- *Support their child in adhering to the pupil code of conduct*
- *Inform the school of any changes in circumstances that may affect their child's behaviour*
- *Discuss any behavioural concerns with the class teacher promptly*
- Let your child know the standard of behaviour that is expected at school
- Not to intervene with another child's parents or with another child, but to report the matter to us in school
- Please do not tell your child to hit back at school. We are committed to showing them positive ways of sorting out arguments and difficulties
- Make sure your child keeps the rules when they are with you in school or on an outing
- Talk to your child's teacher if you are worried about anything your child tells you about school before it becomes a problem.
- Try not to react to every little upset, so your child learns to get things in proportion and learn how to cope for themselves.
- Be positive with your child and reward them for the good things they do at school
- Please do not expect to leave all discipline to the school. We do not expect to leave it all to parents. Home and school need to work together to give children high standards and to let them know what is expected of them

At St John of Jerusalem, we have adopted the behaviour programme 'Stay on Green'.

Stay On Green Whole School Behaviour Programme

The main aim of adopting the Staying on Green System is to supervise the day to day management of behaviour. It is a visual aid that charts the school's reward and sanctions system and supports the school rules.

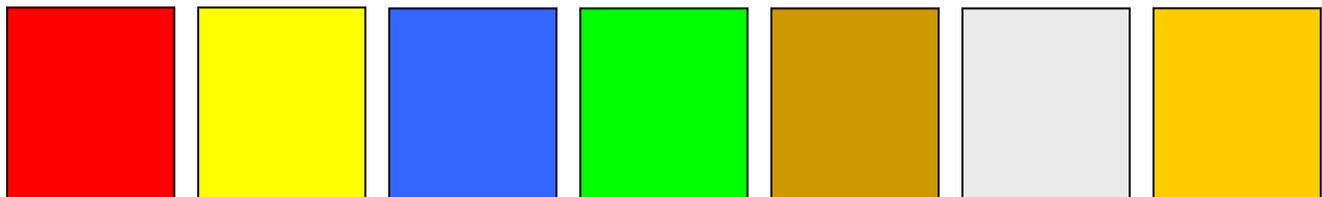
Overview

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who regularly follow the rules are noticed and rewarded

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- The teaching of specific behaviours and routines



← **Negative choices** ————— **Positive Choices** →

- All pupils have a pocket with their name on. All pupils start with a green card in their pocket
- If pupils make positive individual choices about their behaviour they insert the appropriate coloured card (bronze, silver, gold)
- If pupils make negative individual choices they insert the appropriate coloured card - blue(stop and think), yellow, red

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Praise Stickers from the headteacher
- Gold Certificates
- Text or phone calls home to parents
- Special responsibilities/privileges

- Certificate in the Friday Celebration assembly

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil to their partner class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Children complete a reflection sheet
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'

Whole-Class

Each class has a weekly or half-termly total to aim for. This is added to each day dependent on the numbers of pupils in the **green** stage or above. This is translated into a reward for the whole class. Children can choose from a list of rewards, or it is left to the class teacher and children to decide a whole class reward

Whole school

Examples include:

- Weekly certificates (linked to Core Learning Skills a structured, whole-curriculum framework and resource for teaching social, emotional, thinking and behaviour skills to all pupils. These are thematically based -New beginnings, Getting on and falling out, Going for goals!, Good to me and Relationships)

Consequences

- Teachers use the least intrusive skills to redirect behaviour.
- At least one warning is **always** provided for pupils in between each stage.
- Teachers constantly help pupils make the right choices to move their card back to the green square and beyond.

The staying on green system is a teaching tool. It needs to be explicitly referred to so that children can:

- Take opportunities to change their behaviour
- Use verbal feedback and the visual cue of the cards to monitor and track their own behaviour, and remind themselves of where they are and what they have to do.
- Realise that they are headed towards consequences and that they need to change their behaviour

The following colours are consequences:

- Stay on **Green** 1st warning (opportunity to be reminded of positive behaviour)
- Stop and Think (Blue)** Children to be encouraged to reflective on their behaviour and consider what would be a more positive choice.
- Yellow** Reflection time in class.
- Red** Reflection time and discussion with SLT. Once the pupil has returned to class, they have a fresh start, but remain on **Red** and must work their way back to **Green**.

Please note:

Behaviour incidents where the child has been on RED must be recorded on CPOMS.

Leadership Team Involvement:

When a pupil receives a red card it is recorded on CPOMS and the SLT is alerted. If this happens three times in a half-term, the head/deputy head teacher will meet with the parents/ carers. At the end of the meeting, a behaviour letter will be given to parents. Once the pupils have returned to class, they have a fresh start.

Teachers decide on children being able to win back their green card during the day. All children revert back to the green card at the start of the next day.

Colour	Examples of behaviours	Consequences
Remain on green	- Low level disruption: calling out, not following instruction	1 st verbal warning
Stop and Think	-not listening -distracting behaviours	2 nd verbal warning
Yellow	-repetitive negative behaviours -calling out -misuse of equipment -negative verbal comments directed at others	REFLECTION TIME AWAY FROM THE GROUP-IN CLASS Recorded on tracking sheet and in behaviour book /file Class teacher meets with parents/carers
Red	-repetitive negative behaviours -swearing/cursing directed at peer or adult -verbal taunting or bullying	REFLECTION TIME IN 'FRIENDSHIP' CLASS with reflection sheet. Once the pupil has returned to class, they have a fresh start but stay on red and must work their way back to green. (Recorded on CPOMS) Discussion with SLT and parents/carers.
Further Red behaviour consequences	-repetitive negative behaviours all of the above -physical or verbal aggression towards peer or adult If a serious incident occurs, or in cases of extreme behaviour or if there are no responses to all our previous	Leadership team involvement: Pupil name is recorded in on CPOMS. If this happens three times in a half-term, the head/AHTs will meet with the parents/carers with the class teacher and other staff involved. Once the pupil has returned to class, they have a fresh start.

	<p>strategies, children may be put on:</p> <ol style="list-style-type: none"> 1. Internal exclusion 2. Excluded from school by a member of the Leadership Team, in line with the Borough's Exclusion Guidelines (see below) 	
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Stages may be jumped, depending upon the behaviours exhibited. The Headteacher and Assistant Headteachers reserve the right to miss out on any stage of the sanctions and go straight to their choice of sanction, depending on the seriousness of the incident and the age of the child.

Foundation Stage

We seek consistency across the school when we manage children's behaviour; however, children's age and understanding must be taken into consideration. The staff in the Foundation Stage have an important role in introducing the expectations of our behaviour policy to children and parents. They use references to Time Out and Staying on the Green, so children know these terms when they enter the national curriculum in year 1.

The Foundation Stage staff will use the principles of the 'staying on green programme' and adapt it to suit the needs of the pupils in the Nursery and Reception classes. Both classes will use green, blue and red sanctions. The nursery can have a Time Out area. The Reception class uses the 'Stay on Green' and 'Time Out' places in the classroom. An egg timer can also be used.

There is no Time out in another class.

Friendship classes

If pupils are to be sent out of their class for Reflection Time, they should be sent to their Friendship class as listed:

- Year 6 to Year 4
- Year 5 to Year 3
- Year 4 to Year 6
- Year 3 to Year 5
- Year 1/ 2 to Year 3

Lunchtime

Lunchtime staff will use the 'Stay on Green' system. They will record serious incidents in individual behaviour notebooks for each class. These books will be given to the class teacher at the end of playtimes so that incidents can be recorded on the Staying on Green system. Infant books will be kept in the medical room and junior books in the admin office.

Reflection time

The Class teacher may want to organise a time for further reflection with individual pupils

Special Needs Pupils

Some children have very specific difficulties (e.g. behavioural and emotional needs) and can find it hard to recognise or keep within expected behaviours. If a child's behaviour gives cause for serious concern, we can give additional support in school to try and put things right. We can also with parental agreement, seek assistance from outside agencies (Pastoral Support Program).

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being disadvantaged. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Manager will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Support and advice will also be sought from specialist teachers, an educational psychologist, REU, medical practitioners and/or others to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pastoral Support Program

It may become necessary for the school to use pastoral support plans for children who need supportive strategies and arrangements to ensure good behaviour or emotional/social well-being.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

Pupil's conduct beyond the school gates

Teachers have a statutory power to discipline pupils outside the school premises when and if appropriate. This is for any misbehaviour when a pupil is taking part in any school organised or school-related activity or travelling to and from school. Poor behaviour and bullying (please see our Anti-bullying Policy) which takes place anywhere off the school premises and which is witnessed by a member of staff or reported to the school will be taken very seriously and be dealt with following our behaviour policy.

Parents will be notified straight away and asked to come in and meet with the Head teacher to discuss the matter. In exceptional circumstances, depending on the nature of the behaviour or bullying incidents, a pupil may be excluded.

Preventing Bullying

More detailed guidance is given in our Anti-bullying Policy

The school take any incidents of bullying seriously, and incidents will be followed up immediately following Anti-bullying policy procedures. Staff are proactive in tackling issues that might cause conflict between pupils. We have developed an ethos of good behaviour where pupils treat one another and the school staff with respect because they know this is the right way to behave. This is one of the strong Christian principles and ethos of our school. Values of respect for staff and other pupils, understanding of the value of education and a clear understanding of how our actions affect others permeate our whole school environment and are reinforced by staff.

Detention

Teachers also have the legal power to put pupils in detention. It may be necessary for teachers to use detention during lunchtime.

Physical restraint/use of reasonable force

The majority of school staff are trained in positive handling.

We aim to follow the guidelines of the Education Act 1996, Education and Inspectors' Act 2006 and DFE guidance 2012, in that the head teacher and staff members may use reasonable force to restrain a pupil to prevent them from hurting themselves or others from damaging property or from causing disorder.

'Reasonable force' includes a broad range of actions that include physical contact with pupils, usually to control or restrain. Professional judgements are made as to when to use it.

'Reasonable' means 'no more force than is needed'. 'Control' means, for example, blocking a pupil's path or active physical contact, such as leading a pupil by the arm out of a classroom. 'Restraint' means, for example, to hold back physically as in a fight situation. School staff have the power to use reasonable force to:

- Remove children who are causing serious disruption to a lesson or who are refusing to leave a classroom
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- 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
- Engaging in any behaviour prejudicial to maintaining good order and discipline
- Prevent a pupil from attacking a member of staff or another pupil or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts

Incidents of physical restraint must:

- always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- never be used as a punishment; this is unlawful.
- Be recorded and reported to parents (see Appendix 2 for a behaviour log)

In keeping with the Hackney Education guidance, positive options will always be St John of Jerusalem's preferred choice.

For further information, see Reasonable Force Policy/Positive Handling Policy and recent government guidance, 'The use of reasonable force- advice for head teachers, staff and governing bodies.'

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Screening and Searching

Pupils are not allowed to bring banned items into school. These include anything that can be regarded as a weapon, alcohol, drugs, stolen property, and fireworks. In addition, sweets, high energy drinks and chewing gum are not allowed in school. Mobile phones must be handed into the office and locked away each day. Current legislation and guidance allow schools to search a pupil with consent for any items banned and without consent for knives, weapons, alcohol, drugs or stolen items. We recognise that instances, when this will be needed, might be very rare; however, the guidance issued in 'Screening Searching and Confiscating' 2011 DfE will always be followed and the search completed by the Head teacher or members of the senior leadership team.

Confiscation

Any prohibited items (listed in Appendix 7) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any harmful or detrimental item to school discipline. If appropriate, these items will be returned to pupils after discussion with senior leaders and parents.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

Allegations against staff

If an allegation is made against a member of staff, a quick resolution of that allegation will be a clear priority to the benefit of all concerned. Support will be given to a member of staff who has had an allegation made against them. The suspension will only be made if there are no reasonable alternatives.

When a pupil makes an allegation against a staff member and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil per this policy. Allegations found to be unsubstantiated, unfounded or malicious will be removed from personal records and will not be referred to in employer references.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation requires help or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school may consider full or part-time exclusion if a pupil has made a malicious allegation. The matter may also be referred to the police if a criminal offence may have been committed. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

.Please refer to our Safeguarding Policy & Child Protection Policy (Dealing with Allegations of Abuse against Teachers and other members of Staff Guidance Document') for more information on responding to allegations of abuse against staff or other pupils.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include:

The school has procedures to respond to any allegations or concerns regarding a child's safety or well-being.

These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - a) Manage the incident internally
 - b) Refer to early help
 - c) Refer to children's social care
 - d) Report to the police

Please refer to our Safeguarding & Child Protection Policy for more information.

Exclusions

From 1st September 2012, new guidance regarding exclusion came into effect. This has been updated regularly

[Suspension and permanent exclusion guidance](#)

Exclusions are very serious, and we hope to avoid them by home and school working together. However, as a last resort, it may be necessary to exclude a pupil after a range of measures has been tried to improve the pupil's behaviour.

Only the Headteacher or the acting Headteacher has the power to exclude a pupil from school. The Head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. For periods of five or more days, the Head teacher must arrange for the pupil to be educated on an alternative site. Looked After Children must have alternative provision

from day one of the exclusion. The Head teacher may also exclude a pupil permanently. It is the Head teacher's duty to inform the governing body and the local authority about exclusion.

This includes the following:

- A permanent exclusion (including where a fixed period exclusion is made permanent);
- exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term; and
- exclusions which would result in the pupil missing a public examination or national curriculum test.

Parents will be notified without delay of the exclusion and the reason for the exclusion. Parents have the right to appeal against exclusions and make representations about the exclusion of the school's Governing Body. The Governing Body has a disciplinary committee which will consider any exclusion appeals on behalf of the Governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the pupil is to be reinstated, then the Head teacher must comply with this ruling.

Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of negative behaviour pattern is not repeated.

A written record of the discussion, and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record, and one sent to the parent.

We will follow the Hackney Education advice and criteria for managing exclusions. Hackney operate a No Need to Exclude policy which the schools has adopted.

They are as follows:

- Violent behaviour towards staff members
- Violent behaviour towards pupils
- Abusive/aggressive/threatening behaviours towards staff members
- Abusive/aggressive/threatening behaviours towards pupils
- Refusal to accept the authority of the teacher/school
- Racist/ sexist or bullying behaviour
- Other serious incidents

Monitoring of the policy

The effectiveness of this policy will be reviewed and evaluated by the staff as part of the school's rolling programme.

This behaviour policy will be reviewed by the headteacher and Standards committee annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Standards Committee annually.

This policy will be monitored in the following ways:

- Head teacher/AHTs teacher to go through reflection sheets and incidents on SIMS each week
- Annual presentation and review to be made to full Governor's meeting

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and 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
- We follow hackney education guidance. The guidance explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- *A decision to permanently exclude a pupil should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.*
- Pupils are helped to take responsibility for their actions
- Families are involved in 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.



Appendix 2

Behaviour plan template for pupils with behavioural needs

BEHAVIOUR PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
Date of birth:	Medical conditions/needs:
Date plan starts:	Staff working with the pupil:
Date of next review:	
Challenging behaviour What does it look like? How often does it happen? How long does it last?	Targets What are we working towards? How do we get there?
Reasons for the behaviour Consult parents/carers and the pupil (where appropriate) when filling out this box. What's going on in the pupil's life that might be causing this behaviour? Why might this behaviour happen? <ul style="list-style-type: none"> To get attention To avoid something To get something tangible To meet a sensory need 	Any special educational needs (SEN) that may affect behaviour If the pupil has SEN that affects behaviour, the SENCO should detail them here. How does the pupil's SEN affect their behaviour? How could the school's behaviour policy be adapted to meet their needs?
Strategies for maintaining positive behaviour How do we maintain positive behaviour? What does the pupil like? <ul style="list-style-type: none"> Phrases to use Rewards, motivators 	Triggers and warning signs What triggers might cause an incident? How do we prevent an incident? <ul style="list-style-type: none"> What to look out for How to respond (reminders, alternative environment)

BEHAVIOUR PLAN	
PUPIL NAME:	CLASS: YEAR GROUP:
Reactive strategies How do we diffuse the situation? <ul style="list-style-type: none"> • What to do and what not to do • Phrases to use • Calming techniques At what stage should another member of staff be informed? Who should this be?	Support after an incident How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?
Skills and Talents	Achievements
Likes	Dislikes
Agreement: Parent/carer name Parent/carer signature Date	Staff name Staff signature Date
Behaviour plan evaluation and next steps: How effective is the plan? Record suggestions to be considered when this plan is reviewed	

BEHAVIOUR PLAN - LOG OF INCIDENTS**PUPIL NAME:****CLASS:****YEAR GROUP:****Log of incidents:**

Date	Description of behaviour	Trigger for incident	Action taken

Appendix 3: letters to parents about pupil behaviour - templates

First behaviour letter

Dear parent/carer,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

Class teacher signature: _____

Date:

---Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent/carer,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent/carer,

I am sorry to report that, despite meeting and creating a behaviour contract,
_____ has continued to misbehave.

_____ would now benefit from a structured approach to help
improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special
educational needs co-ordinator and myself, to discuss how we can best support
your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to
contact the school to arrange the meeting.

Yours sincerely,

Class teacher name:

Class teacher signature: _____

Date: _____

Detention letter

Dear parent/carer,

I am writing to inform you that _____ has been given a
detention on _____ (date) at _____ (time).

The reason(s) for this detention are set out below.

-
-

If you need to see me about this matter, please contact the school to make an appointment.

Yours sincerely,

Class teacher name:

Class teacher signature: _____

Date:

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Appendix 3:
Discipline in school - Teachers' powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils' property

Pupils' conduct beyond the school gates

What the law allows:

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the school's behaviour policy, the teacher may discipline a pupil for:

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

Appendix 4:

Detention

What the law allows

Teachers have a legal power to put pupils aged under 18 in detention.

Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- a. any school day where the pupil does not have permission to be absent
- b. weekends - except the weekend preceding or following the half-term break
- c. non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

The Head teacher can decide which members of staff can put pupils in detention. For example, they can limit the power to heads of year or heads of department only, or they can decide that all members of staff, including support staff, can impose detentions.

Matters schools should consider when imposing detention

Parental consent is not required for detentions.

As with any disciplinary penalty, a member of staff must act reasonably, as described in paragraph 15 above when imposing a detention.

With lunchtime detentions, staff should allow a reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities,
- Whether the parents ought to be informed of the detention. In many cases, it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention, where the pupil can get home safely.
- Whether the parent can make suitable travel arrangements for the pupil. It does not matter if making these arrangements is inconvenient for the parent

Appendix 5:

Power to confiscate. What the law allows

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

1. The general power to discipline (as described in the bullets under the heading *Discipline in Schools – Teachers' Powers* on page 3) and at the end of this sentence, enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item, and the school behaviour policy may set this out.
2. Power to search without consent for prohibited items⁶ including:
 - knives and weapons
 - alcohol,
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence cause personal injury or damage to property
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police; otherwise, it is for the teacher to decide if and when to return a confiscated item

More detailed advice on confiscation and what must be done with prohibited

Items found as a result of a search is provided in *Screening, searching, and confiscation – advice for head teachers, staff and governing bodies*.

⁶Section 550ZA of the Education Act 1996

⁷Section 550ZA of the Education Act 1996

Use of reasonable force

The legal provisions on school discipline also give staff members the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when searching without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Force cannot be used to search for items banned under the school rules